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ABSTRACT

This is the final report of the Seattle Community Learning Center. The objectives of the project were to extend education and social outreach to members of the community not presently served in adult basic education, occupational skills, childcare, health assistance, family counseling, recreation, and social service referral. The project involved a joint venture in community and governmental participation to provide services and activities for the benefit of the total community. The report summarizes the project activities including progress in project design and development, community involvement, educational and social service concepts and the development of library and informational resources, technological systems concepts and governance considerations. Projected operational requirements showing estimated costs and implementation funding sources are included, as well as recommendations for project continuance or similar planning projects. (Author)

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SEATTLE COMMUNITY LEARNING CENTER

DEMONSTRATION PROJECT

Final Report

April 1973

by

W. Tom Miller

Director

Project Number: 2-0410

Grant Number: OEG-0-72-1477

IR004 968

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CONTENTS

	PAGE
ABSTRACT	ii
PROJECT DESIGN AND DEVELOPMENT	1
PROJECT PROGRESS	5
COMMUNITY INVOLVEMENT	7
PRELIMINARY EDUCATIONAL CONCEPTS	10
PRELIMINARY SOCIAL SERVICE CONCEPTS	12
THE LIBRARY AND DEVELOPMENT OF INFORMATIONAL RESOURCES	14
CONCEPTS OF A TECHNOLOGICAL DELIVERY SYSTEM FOR HUMAN SERVICES	15
GOVERNANCE CONSIDERATIONS	20
PROJECT OPERATIONAL COSTS AND IMPLEMENTATION FUNDING	22
CONCLUSION	26
RECOMMENDATIONS	28
APPENDIX	
A. Community Involvement	A-1
B. Operational Concepts	B-1
C. Governance	C-1
PROJECT EVALUATOR'S REPORT	

LIST OF ILLUSTRATIONS

FIGURE		PAGE
I	Map of Target Area	2
II	C.L.C. Planning Project Board . .	3
III	Goals of Community Learning Center .	6
IV	Photographs of Community Involvement .	8
V	C.L.C. Planning Project Chart . .	9
VI	Photographs of Technological Concepts for Human Services . .	16
VII	Tentative Agency Linkage, Funding Relationship . . .	23
VIII	Tentative Operational Budget- Facilities, Equipment, Personnel . .	24

ABSTRACT

This is the final report of the Seattle Community Learning Center. The objectives of the project were to extend education and social outreach to members of the community not presently served in adult basic education, occupational skills, childcare, health assistance, family counseling, recreation, and social service referral. The project involved a joint venture in community and governmental participation to provide services and activities for the benefit of the total community.

This report is a summary of project activities including progress in project design and development, community involvement, educational and social service concepts and the development of library and informational resources, technological systems concepts, and governance considerations. Projected operational requirements showing estimated costs and implementation funding sources are included, as well as recommendations for project continuance or similar planning projects.

An independent evaluation of the project is included as part of this document.

SEATTLE COMMUNITY LEARNING CENTER DEMONSTRATION PROJECT

Project Design and Development

The Seattle Community Learning Center Demonstration Project concept was initiated in September 1971, when ten agency representatives met to discuss common concerns and possible solutions to community needs. The basis for the meeting involved a multiplicity of proposals which had been submitted to the Office of Education for funding, and which were recognized as having similar goals and objectives. The Office of Education representatives in Region X viewed these proposals as having merit in this community and suggested that the proposals be consolidated to incorporate the various programs under a "learning center" concept for both educational and social outreach.

As a result of the initial discussion, a planning committee was formed to consider the feasibility of joining together a number of programs into a single proposal to:

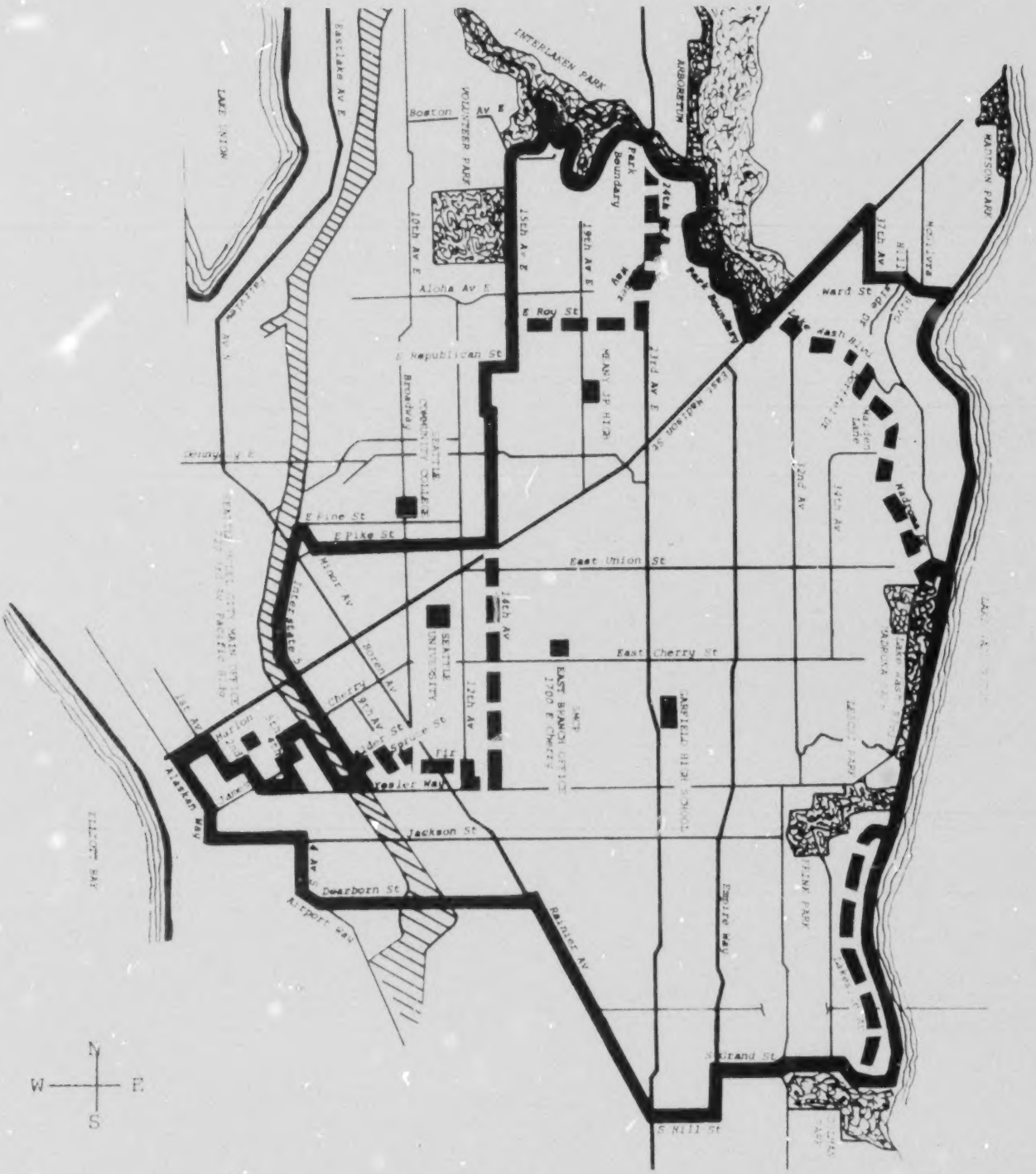
(1) "use new and innovative methods and materials to attract a clientele that is not presently making use of libraries and educational institutions;"
(2) develop cooperation between institutions and establish permanent funding sources;
(3) develop a program for the total family within the community that ~~ext~~ends from infant day care, to activities for the elderly -- and adaptable to persons with specialized abilities as well as to those who possess a low reading ability.

The emphasis was intended to be directed towards family service and incorporate features that pertain to social service functions presently being performed by existing agencies at state and local levels. The planning committee felt that a demonstration of "coordinated centers" would expand the "learning center" idea through the community and attract a wider variety of patrons than are now attracted to schools and libraries -- and return the area residents to the "sense of community" which is so often lost in large urban areas.

On the basis of consolidated effort by the planning committee representing the Washington State Library, Seattle Model Cities Program, Seattle Central Community College, State Dept. of Public Instruction, Seattle Public Schools, Seattle Public Library, and City of Seattle, Community Development, a proposal for a planning project was submitted to the Office of

SEATTLE COMMUNITY LEARNING CENTER PROJECT

TARGET AREA


INTERLAKEN PARK
ARBORETUM
Boston AV E
VOLUNTEER PARK
Park Boundary
10th AV E
15th AV E
Aloha Av E
E Roy St
E Republican St
Fairview Av E
Eastlake Av E
LAKE UNION
Jensen V E
E Pine St
E Pike St
East Union St
Minor Av
Boren Av
East Cherry St
Cherry St
Yesler Way
Jackson St
Dearborn St
Alaskan Way
Airport Way
Elliott Bay
Broadway
Harvard Av
Belmont Av
Bellevue Av
Ward St
Lake Washington Blvd
East Madison St
Madison Park
Madison Lane
Lake Washington
Lake Washington
Howell St
Seneca St
Terry Av
Minor Av
Boren Av
Broadway
Harvard Av
Belmont Av
Bellevue Av
Terry Av
Summit

SEATTLE COMMUNITY LEARNING CENTER PROJECT

PLANNING PROJECT BOARD

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Central Area School Council,	Ms. Diane Palmer *(6-12-72 to 7-11-72)* Mr. Larry Gossett *(7-11-72 on)*
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Ex Officio	Mr. Robert Geiman Office of Education Region X

PROJECT STAFF

Mr. W. Tom Miller, Director
Mr. Leonard Berry, Associate Director
Ms. Diane Ellison, Administrative Assistant

FIGURE II

Education. This proposal of November 4, 1971 requested a six-month period for planning and writing of a major proposal to incorporate programs contemplated for project implementation.

In order to delineate some of the program components of the project, and to develop cohesiveness with the primary concepts, a boilerplate proposal was requested by the Office of Education. This proposal of December 17, 1971 joined the program elements into a single document, in an extremely loose fashion, and without consideration for the many concerns which would later become issues with the community. This proposal showed the community college to be the grantee institution, and indicated an organizational structure for operations, as well as specifying financial requirements for categories of operations to a total amount of $7.5 million.

In addition, the proposal specified various site locations for the "learning center," and implied that these sites would be available for this project -- even though no actual commitment was made to the planning committee, and other organizations in the community were using these sites for their own activities.

Eventual public disclosure of this document drew considerable community resentment towards the "learning center" project -- and alienated many individuals who were party to agencies represented on the planning committee. Since the announcement of the grant award for a "planning phase" was not made until late February 1972, notice of the award was generally considered in the community as an initial award towards the $7.5 million total. This was then considered in the community as another case of the establishment committing to a program for the community, but without benefit of soliciting community participation in the program planning.

The boilerplate proposal, plus low visibility of planning committee activity between December 1971 and June 1, 1972 were contributory to public confusion and the resultant negative attitude in the community. In later public encounters with both the planning committee and staff, the gap in communications created by this boilerplate proposal was never satisfactorily bridged.

Project Progress

With the employment of a Director and Associate Director in June 1972, the staff's first function was to formalize project goals and objectives on the basis of input from the broilerplate proposal, and the Board. A set of goals and objectives were prepared and received Board endorsement as being a realistic approach to the fulfillment of community needs which could be expected through an innovative approach to educational and social outreach:

I. Development of the capability for becoming a model using an innovative approach to "full-service" for education and social outreach in the community by (1) providing new instructional methods, (2) demonstrating use of educational technology, (3) enhancing the availability of library resources, (4) creating new instructional programs, and (5) coordinating a common communication network for social service functions serving the community;

II. Extending education and social outreach to members of the community not presently served in Adult Basic Education; Occupational Skills, Childcare, Health Assistance, Counseling Services, Recreation, and Referral Services;

III. Utilize existing facilities and services to achieve economy in providing community service.

These goals were announced to the community and the concepts received general support by both community members representing the users of the Community Learning Center, and the various agencies ultimately to be charged with providing community service in the joint venture.

In July 1972, it was determined that a public announcement should be made to advise the community of the Community Learning Center goals, and provide a prelude to the process of community involvement in planning this project. A news conference was held with both the press and TV media providing local coverage on the goals and the process of planning to be scheduled for this project. Community response was immediate, and the announcement precipitated a number of individual contacts with community members who desired some participation with the project.

GOALS OF SEATTLE COMMUNITY LEARNING CENTER

I. Develop C.L.C. capability for becoming a National Demonstration Model using an Innovative Approach to Full Service for Education and Social Outreach in the Community

- (A) Experimental Testing of New Instructional Methods
- (B) Demonstration of New, Innovative Instructional Devices
- (C) Creation of New Instructional Programs
- (D) Accumulation of Resource Materials from Various Agencies
- (E) Coordinate a Common Communication Network for Social Service Functions serving the Community

II. Extend Education and Social Outreach to members of the Community not presently served
Adult Basic Education, Occupational Skills, Childcare, Health Assistance, Family Counseling Services, Recreation, Referral Services

III. Utilize Existing Facilities and Services where possible to achieve Economy in providing Community Service

- (A) Interchange of Library Resources (Books, Audio-Visual Material, Etc.)
- (B) Distribution of Instructional Programs (T.V., Computer Assisted Instruction, Etc.)
- (C) Data/Information Network for Education and Social Service outreach to link State, Municipal, and Neighborhood Programs
- (D) Shared Facilities Where Feasible

FIGURE III

Community Involvement

It was recommended that the selection of program components for the Community Learning Center be a function of community involvement which would emanate from joint participation of community members, educational institutions, and social agencies. Functional committees were structured to include representation from state, city, and county agencies presently involved in education and social outreach. Also, the participation of community members was solicited by means of public announcements, and through referral from committee members.

A workshop was held at the Seattle Central Community College facility on July 27, and August 1, to orient about 70 committee and Board members with the elements of the planning process for developing community services, and to provide a perspective to the use of educational technology. Within the workshop, attendees defined problems associated with the project and suggested possible solutions. The significant areas of concern included community communications, inter-agency cooperation, governance, and community needs to be fulfilled without geographic or cultural constraints.

The workshop program included an audio-visual presentation of computer-assisted instructional programs, and a documentary showing a cable TV instructional network. These films were shown to assist in developing the concept of how technology can be employed in the educational environment. The result was a better understanding of the role of technology, but a gap in comprehension continued to exist due to the lack of an operable system for demonstration purposes.

Following the workshop, a calendar of committee meetings was scheduled, and from August through December the committees for Manpower, Childcare, Counseling, Aging, Health, Recreation, Community Development, the Library Cabinet and the Education/Facilities committee met regularly. Activities of these groups, under staff leadership, included identifying specific needs of the community which could be served through Community Learning Center services, and defining some actual program components which should be incorporated into the program implementation phase. From this initial input by community and agency participants, the staff prepared a chart listing tentative programs within a hypothetical functional structure, separating functions which probably would be administered by existing agencies from those relegated to the Community Learning Center.

COMMUNITY INVOLVEMENT

COMMUNITY LEARNING CENTER WORKSHOP DEFINED PROJECT CONCEPT INVOLVING COMMUNITY SERVICE ACTIVITIES

WORKSHOP DISCUSSION GROUPS CONSIDERED PROJECT GOALS, AND INTERFACE BETWEEN SERVICE AGENCIES AND THE COMMUNITY

SEATTLE COMMUNITY LEARNING CENTER -- PLANNING PROJECT

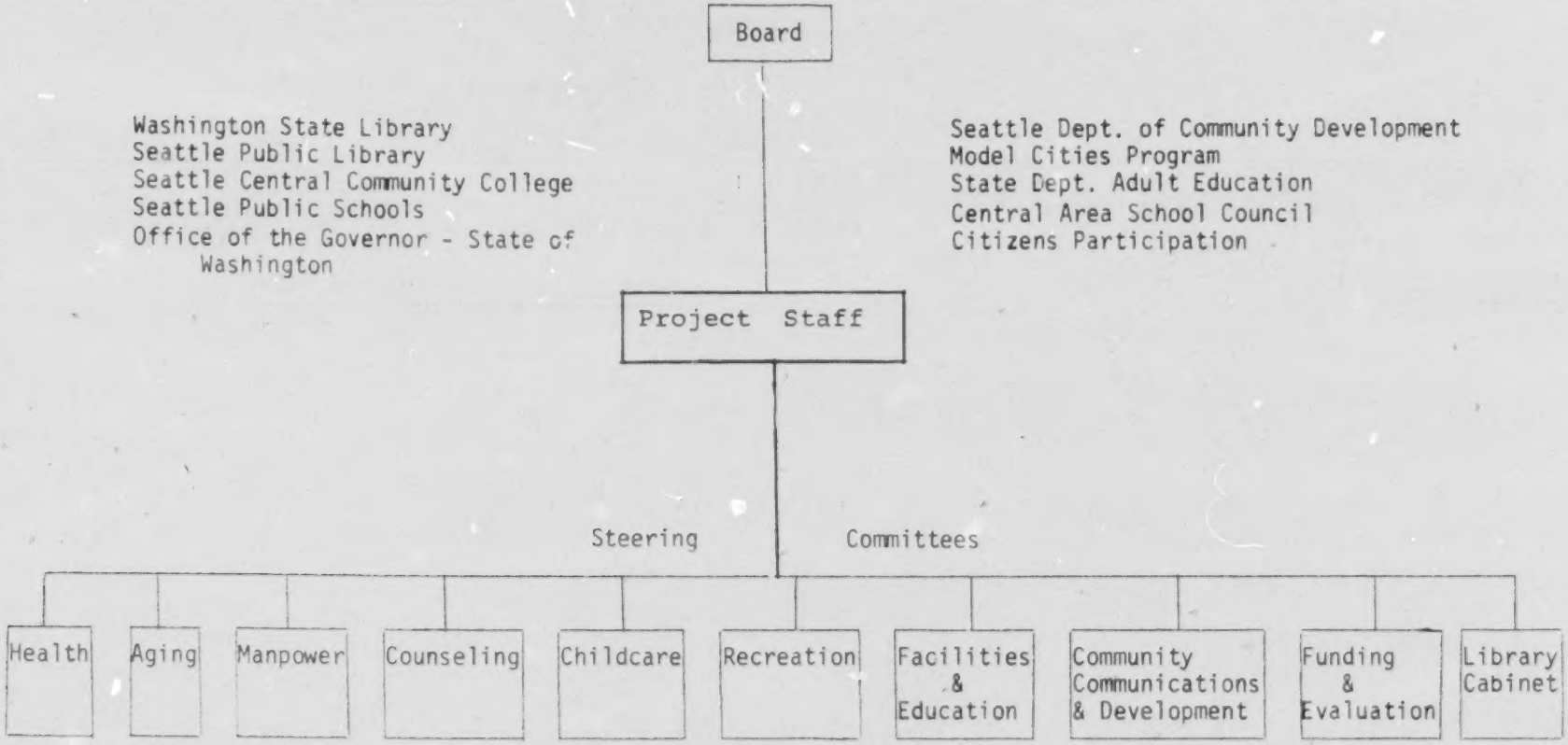


FIGURE V

Objectives

Identify community contacts
Encourage community input on needs, rationale
Evaluate community survey techniques

Prioritize alternative plans
Conciliate interface conflicts where functional overlap exists
Effect decision on appropriate proposal elements

Preliminary Educational Concepts

Basic concepts of desired educational programs were analyzed to determine the types which would provide practical service in fulfilling community needs. In the area of education there is a critical need to enhance existing learning resources, and provide support to classroom instruction. At present, there are significant voids in audio-visual equipment stores and in learning resource materials which are available to Central Area schools.

Educational needs which have been specifically cited for this project are indeed comprehensive. Early childhood education is needed to establish a sound foundation for children who will enter traditional institutions in later years. The opportunity for diverse educational experiences in the K-12 grades is essential for maintaining interest in education for graduation, and encouraging the students to enter post-secondary education. Adult education is desirable to raise the level of individual capability and enhance skills which may be useful to finding or maintaining employment in a distressed economy and job market.

The educational needs that have been identified with this area are related to the problems of basic skill inadequacies in reading and mathematics; language disabilities that are prevalent in the population; occupational skill deficiencies that contribute to the level of hard-core unemployment in the Seattle area. These factors demand attention in the form of an innovative approach to education, which can be adapted to the population mass, rather than to selective samples with experimental groups.

Use of the Community Learning Center approach to education would be unique, inasmuch as instructional devices would be uniform in design, and any level of instruction could be made available at many sites throughout the community. This concept means taking education to the user in the neighborhood. By means of the technology to be employed, the learner would be able to assess instructional programs that are of particular interest to him, and learning achievement could take place at his own rate, through individualized instruction.

In addition, the learner would be able to assess educational resources that are not presently available, as the creation and production of instructional materials relating to significant subject areas is deemed desirable to encourage

the learning span.

Occupational education would benefit by means of linking together the public schools, the community college, and other institutions involved in vocational training. This would provide a broader range of instructional talent to serve the area's clientele, and would extend the scope of instruction without redundancy in equipment and facilities. Also, the project would generate another job market -- and produce trained personnel to fill these openings. This occupational area involves the professionals and paraprofessionals who provide the human interface between technology and the machine users. This new occupational area includes library, education, and social service specialists who will understand machine operation, and who can train and assist people with information retrieval functions in various institutions.

Some of the educational applications considered as components for the "learning center" include:

Correspondence courses through video classrooms.
Specialized educational programs for housewives, senior citizens and confined persons.
Exchange program of live or video-taped courses for interconnection between educational institutions.
Staff training programs on video-tape (or live) to various schools.
Closed-circuit educational programs for re-training in prisons.
Vocational oriented courses to link industry and education.
Leisure-time programs for recreation, hobby-skills development, consumer education.
Information retrieval of library resources, statistics, and general information on the community or civic affairs.
Computer assisted instruction, and individualized instruction with audio-visual resources.
Diagnostic testing for student guidance, counseling by computer.
Educational opportunities via institutional offerings on the computer.

Preliminary Social Service Concepts

The social outreach to be provided through this project would be directed towards two goals:

1. Improving the service that is extended to the community;
2. Providing social service agencies with experience in a joint venture for service and communications.

Consolidated social services are contemplated through the projected use of schools and agency offices in the community as service centers for community members. Within each satellite center a client contact station would be maintained to provide citizens with information and advice on problems of employment, health, recreation, social welfare, and training. The service center would utilize the project's information retrieval system to develop information for the client relating to agency referral, eligibility for benefits, agency contacts, and programs available. Agency functions would be supported through a common network for information and communications, with agency representatives performing the role of client contacts on a shared basis. This approach would then permit the community to have the benefit of a full-service center at an accessible location, and shared participation by each agency, in manning the contact stations would provide a broader base of experience from which to identify community needs.

Anticipated benefits of this structure would include: the extension of information and knowledge to community members of available social resources; development of a closer linkage between client, school, and social agencies; an appreciation of governmental services designed to assist the community through consolidated effort; providing a mechanism to evaluate the effectiveness of innovative techniques in community services.

Some of the social service applications considered as components for the "learning center" include:

Agency directory to list agency services, client eligibility, intake procedures, for referral purposes.
Emergency communications system for disaster and emergency warning system.

Rumor control, suicide prevention, emergency assistance "hot line."
Social and health service information on medical facilities, consultative services, sanitation practices, welfare benefits, etc.
Telecasts of civic and political hearings for the development of governmental awareness and information on public interest matters.
Job bank information for facilitating employment, career information, vocational training information.
Client testing by computer programming.

Certain social service agencies have been actively pursuing a system to provide an inter-agency network for communications and information retrieval. While the need for such a network has been established to facilitate counseling and referral services, a delivery system to permit a closer tie between agency contacts and a common data bank has not become a reality. There has been considerable interest expressed in the technological concepts contemplated for this project, as the systems approach suggested, plus the inter-agency relationship existing within this project would enable the desired services to be developed and become operational.

Recently, this form of inter-agency information pooling has had emphasis on national level, as the shift of responsibility for funding of human services from Federal agencies to local agencies has taken place through revenue-sharing. This transfer necessitates accurate record-keeping for fiscal management and better control over client eligibility to assure local agencies of meeting Federal criteria in functional services.

The Library and Development of Informational Resources

The role of the library in the "learning center" concept has developed with new vistas being identified for libraries in resource development and out-reach activities. Analysis of present programs and actual library service needs by area librarians uncovered many programs for innovative service which are realistic, and capable of enhancing the image of the library within the community. Since library services extend beyond boundaries of political sub-divisions in servicing a community, the library could contribute to integration of services for many organizations and for the individual client. A library network would provide the means to furnish educational institutions as well as individuals with a broad scope of learning resources which are presently unavailable to various organizations engaged in education and social service functions.

Sufficient interest and enthusiasm was generated in the project concepts that the "library alliance" composed of librarians from city, county, state, and educational libraries joined together in formulating new program concepts for joint venture between libraries. Participation in information exchange and brainstorming of new programs resulted in an impressive array of suggestions for cooperative activities by the library group -- which would benefit the community. Specific programs proposed for the libraries include:

- Consolidated interchange of specialized library collections:
  - Adult Education
  - Early Childhood Education
  - Ethnic Materials
  - Career Information/Vocational Education
  - Audio-Visual Materials
  - Out-reach Bookmobile
- Special speakers, tutor lists
- Coordination of cultural activities within the community (art exhibits, museum displays, lectures, concerts)
- Storytelling programs
- Out-reach resources for shut-ins, handicapped, day care
- Loaned non-print materials collections (art, toys, animals, a-v equipment, games)

Production of specialized learning resources
- Computerized instruction
- Video-tape, film, microform learning packages
- High priority bibliographies (ethnic, subject matter classes)

Staff training programs for professional and paraprofessionals in library program innovations (outreach, technological delivery systems, resource development)

Centralized new materials/equipment evaluation center

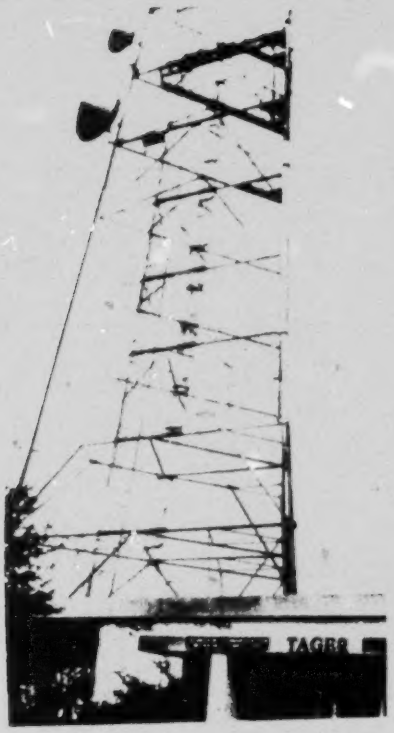
These many, diversified programs suggested that implementation of these programs would produce a closer working relationship of the libraries participating, and would effect a stronger tie in communications and cooperation than now exists with the separation of library sponsorship. The proposed tie would not only enhance community service, but provide some economies in operation through less redundancy in acquisition for library exchange -- and a centralized computer cataloging function to service all participating libraries. Ultimate benefits could be identified in certain functional consolidation that might be achieved through the State Library, for networking resource materials on a statewide, or regional basis.

Preliminary research into available resources for computer-assisted instruction programs was performed as an outgrowth of resource development within the library cabinet. A list of sources for computer programs was generated, and submitted to the library committee for review and consideration and for contact at a time when operational requirements would necessitate resource acquisition.

Concepts of a Technological Delivery System for Human Services

The programs offered by the "learning center" would utilize a modern technological delivery system to furnish educational institutions and social service agencies with information and learning resources. The proposed system would incorporate features used in many other innovative projects, but would rely on off-the-shelf type hardware, at an advanced state-of-the-art, to deliver audio, video, and computer data capability for educational and social outreach functions.

The system elements which have been considered as basic media components for the Community Learning Center would be linked through a cable television network located within the



TELEVISION NETWORK IN TEXAS LINKS EDUCATIONAL INSTITUTIONS TO INDUSTRY FOR INSTRUCTION IN THE SCIENCES. NETWORKING EXTENDS EDUCATIONAL SERVICES OVER A SEVENTY-FIVE MILE RANGE

COMPUTERIZED LIBRARY CATALOG SYSTEM OF OHIO LIBRARY CENTER DEMONSTRATES AN APPLICATION TO ENHANCE AVAILABILITY OF LIBRARY RESOURCES

ORIENTATION TO EDUCATIONAL TECHNOLOGY INCLUDED EVALUATION OF COMPUTER-ASSISTED-INSTRUCTION AT THE UNIVERSITY OF ILLINOIS

community. User terminals at satellite points would include the capability for a display of either computer data, or scanned images of visual material.

A closed circuitry system using coaxial cable would be used to gather and informationally consolidate many essential services and resources which are presently fragmented, bureaucratically remote, or otherwise not reaching those who need them. This type of system interfaced with computers, production facilities and other appropriate hardware can facilitate more efficient delivery of various essential services.

Through visits to other research sites around the nation, a comparison has been made of systems such as Plato IV, Project Intrex, TAGER, TICCIT, Houston Medical Center, Ohio College Library Center, Stanford's Instructional Television Network, Chatanooga's Human Service Information System and New York City's Citizen Information Response System.

An Instructional Television Fixed Bank Service System (ITFS) and expanded telephone system are other basic communication systems considered, but separately they do not offer the flexibility required to serve the varied functions of participating agencies. There may be a need to include some of the features they possess in the cable-based communication system that is considered adapting to current requirements and providing flexibility for future modifications.

Planning of the technology for this system has involved a searching analysis of the functions to be performed, and the resources which can be made available to the participating organizations. Too, the human factors involved with both the client and agency personnel in service delivery were considered in evaluating the extent of system sophistication which could be realistically applied.

Initial planning involved a listing of logical sites where functional services would be provided. This included schools, libraries, social service centers, and agency offices. Within each site, specific programs were identified to show a relationship between the types of programs, the resources material required -- and the form of media (delivery system) to be used. Evaluation of this information led to the development of the document "Primary Terminal Locations for the Community Learning Center" which listed terminal locations, specific educational and social service functions to be performed, and the number and characteristics of terminals required. Terminal types included one-way video, two-way video, video response units, and computer data terminals.

Further development of the system concept was made by showing the extension of the cable system throughout the target area for purposes of estimating costs and the feasibility

of achieving comprehensive linkage with all sites in the Central Area. Cable installation, plus terminal units, "headend" switching and studio equipment was costed to estimate the total capitalized equipment budget necessary for the implementation phase. This budget included all peripheral equipment required to provide for the delivery of computer stored data or resource capabilities transmitted via the cable system to perform service functions.

Initial contacts were made with key industry contractors to determine what equipment interface problems might be encountered from the standpoint of engineering. Since this composite system would be unique by tying together many equipments into a single system, a systems integration engineering function would be necessary. This would provide for the linkage between computer and peripheral equipment functions and the cable transmission system. Industry consulting services to perform this engineering would be at minimal costs, and would be required only one time prior to originating procurement specifications.

The basic design of this system suggests that new industry developments related to an automated library concept, using computer cataloging with full-text on microfiche, could be adapted for delivery at terminal sites. This capability would permit joining together the computerized references to journal articles as in the MEDLINE and ERIC computer systems and the full-text file on microforms which are currently available from ERIC. The system would then demonstrate an information retrieval capability that could be applied for state, regional or even national information systems. This concept has important implications where voluminous data of a static nature is to be stored for retrieval upon demand.

Facilities Considerations

Preliminary evaluation of site requirements indicated a need for a discrete facility to house "learning center" service functions, and equipment to provide for an information service delivery system. While exact requirements for space would not be known until program definition was complete, estimates were available for a video cable "headend" control center, media studios and lab, plus staff offices. Additional requirements identified included a library, learning resource and audio-visual storage, and a materials evaluation area.

Several logical sites visited by the staff and an ad hoc committee of the planning board included:

Garfield High School "B"
The Coca Cola building

Gai's Bakery building
Gompers Branch, Seattle Central
Community College

Of the sites reviewed, the Gompers facility offered most promise due to site layout, premises protection, location for line-of-sight telecommunications linkage, and availability. The Gompers facility is slated for phase-out in the near future, thus preliminary investigation was initiated with the State of Washington to determine the feasibility and costs involved for eventual acquisition. Project continuance would have resolved the requirements for establishing a centrally located "learning center" facility.

Governance Considerations

To effectively implement the Community Learning Center program, it would be necessary to create a strong organizational structure for project governance. Preliminary planning undertaken to shape this project was supported by state and local government, and a group of interested governmental agencies. To continue cooperation and participation from members of this joint venture, eventual support would come by way of a legal agreement to form a consortium for operational governance. This agreement would satisfy the requirements of funding sources that project administration is stable, and assure continuity in program, responsibility to the changing needs of the community, and flexibility to adapt to changes in modus operandi necessitated by program experience.

Discussion with operational officers of similar project programs indicate that a clear definition of responsibility and authority for operations is essential to properly effect project management. This project anticipated that functional sophistication would increase by phases as program components are mated to hardware and software developments. Thus, funding requirements would be scheduled in advance, and fund-sharing by involved organizations would require a commitment at a time prior to implementation of operations. This planning element demands that all involved organizations receive adequate orientation to operational facets of the project, and that a carefully prepared legal document be developed to assure agency commitment through the term of the project.

The agreement would specify the extent of participation by organizational agencies involved in project governance, and the avenues for modifying the governing body when agency programs dictate a change. Also, a compensatory schedule would be developed to establish common charges which would be levied to agencies benefitting from project services. This schedule would serve as a basis for fund-sharing and provide a supplement to primary funding for the project. Once executed, the agency commitment to fund-sharing and participation in governance would assure that certain services to be provided throughout the project term and that active participation in governance would be continuous.

A formal service agreement would serve as groundwork for development of local funding to replace implementation funds that will ultimately terminate. During operations, performance

evaluation can be made for specific program increments and services; therefore, the value of perpetuating services can be assessed by individual agencies, with program values and costs compared to determine the sources for local funding.

Preliminary considerations for possible forms of project governance involved development of models for evaluation and review. The two forms initially developed included a non-profit corporation, and a sole grantee structure -- using the community college as a possible sponsoring institution. The models enumerated the design concept, suggested criteria for selection of board members, the source and extent of legal authority, the advantages and disadvantages of the structure as related to the project environment, and a "model board" as perceived by project requirements.

Preliminary discussion of these two considerations was held by an ad hoc committee of the project Board assigned to review governance. Additional consideration of the legal implications of a non-profit corporation structure was scheduled for an early date during project continuance in 1973. Because of constant community pressures exerted to modify the project Board during the planning phase, the need to make a determination on operational governance was significantly identified.

The relationship between the planning Board and the community indicated the need to develop Board and Staff policy and procedures even during the planning phase. Policy was drafted to strengthen the Board activities and membership, and personnel policies for Staff operations were developed. These enabling documents were considered essential to project health for the continuance period, and would serve as a foundation for ultimate project policies, once a form of governance was ratified.

Project Operational Costs and Implementation Funding

The Staff analyzed project functions that would be performed by existing agencies vs. those which would be performed within the "learning center" itself, to assess staffing requirements for implementation. A list of tentative personnel was developed to identify specific skills required and estimate costs for staffing. Operational staff was categorized under the following departments:

(1) Library Department was composed of personnel to function in areas of library training, inter-library loans, materials cataloging, new materials evaluation, audio-visual materials development;
(2) Staff Training included staff for program development and instructional program design, training personnel to facilitate new functions performed by social service agencies and educational institutions and to provide orientation to technological services;
(3) Media Productions included staffing for engineering operations of the system "headend" and video productions;
(4) Education included staffing for program planning and coordination of counseling functions;
(5) Research and Resource Development staff for development of resources to be used by participating agencies in formulating modular program components in joint venture, and evaluation of operational activities;
(6) Data Systems staff to accommodate data services of all types into a central distribution system;
(7) Administration staff for operational management, fiscal planning, and public relations activities directed to the community and participating agencies.

Initial concerns relative to implementation funding centered on whether the project would be competitive with other local programs for categorical funding by Federal agencies. Fears within soft-money agencies related to their operating funds which they felt might be diverted

TENTATIVE AGENCY LINKAGE, FUNDING RELATIONSHIP

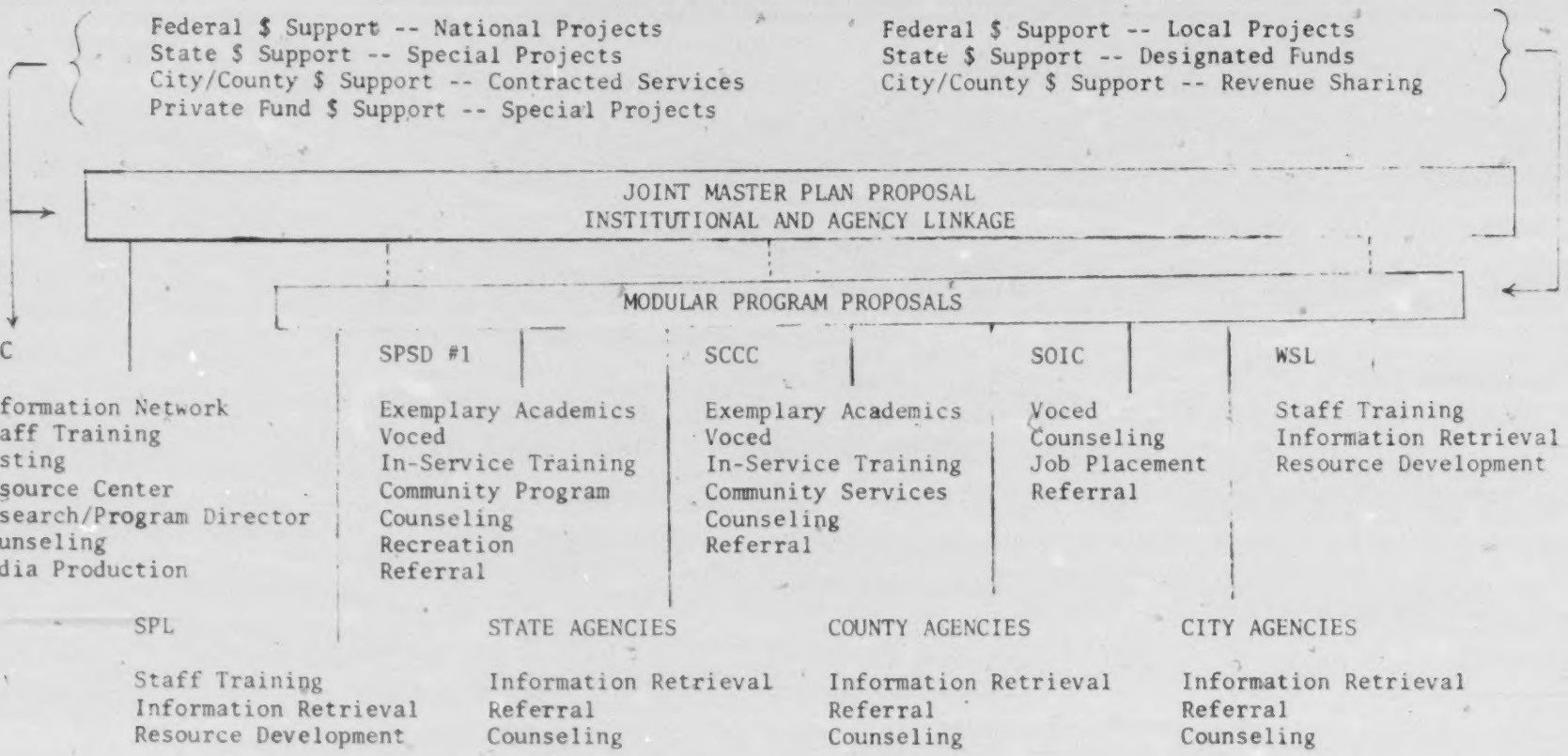


FIGURE VII

TENTATIVE OPERATIONAL BUDGET

FIXED COSTS (Facilities and Equipment)

Double Trunk Cable System ($8000/mile, 25 miles)	$ 200,000
Headend and Antenna Equipment	100,000
Computer Terminals (126 @ $5500)	725,000
Peripheral Equipment (Misc.)	150,000
Computer and Interface Engineering	250,000
Studio Equipment (ETV)	250,000
Network Linkage	200,000
Building	500,000
Media Productions Equipment	75,000
Software Development (CAI, A-V, VTR)	125,000
Sub-Total	$2,600,000
Contingency Account	200,000
GRAND TOTAL	$2,800,000

DIRECT COSTS (Staffing and Maintenance)

	3 YEAR	5 YEAR
Personnel (50-.5 mil; 100-1.0 mil; 150-1.5 mil)	$3.0 mil	$ 6.0 mil
Operations and Maintenance	1.5 mil	2.0 mil
Evaluation	.6 mil	1.0 mil
Sub-Total	$5.1 mil	$ 9.0 mil
PROJECT TOTALS (ESTIMATED)	$7.9 mil	$11.8 mil

FIGURE VIII

to the project to support the budgetary requirements of implementation, concern was not for the overall community benefit but because these organizations were primarily initiated only to provide income for community members who would otherwise be unemployed. The response issued by the project was that implementation funds were anticipated to be developed from "national project" funding -- and would be competitive with projects from other areas -- but would not impinge on existing agencies in the local area.

Based on qualified statements of several Federal agencies, the availability of "national projects" funding for this demonstration was confirmed. Additional support for this response was evident from the nature of other projects funded with the "allied services" concept being prominent, but with a scope of programs much less comprehensive than contemplated for this project. Inasmuch as proposal elements were not fully developed in the initial planning timeframe, it was premature to request a formal commitment for funding for the operational phase from any source.

The reality of revenue-sharing precipitated a new fear in the minds of service agencies -- and with local government to be recipients of shared funds. Again, the project responded to the question of implementation funding by identifying "national projects" funds as prime support for implementation. At this juncture, the relationship of the project with other agencies was charted to show the "learning center" embodied in a master plan proposal for "national projects" money extracted from diverse sources -- and local agency program proposals being linked for support, but funded in traditional fashion.

Even at this writing the projected funding opportunity appears to exist. The mandate at Federal level is to promote the "allied services" concept, and funding from both government and private sectors could be appropriately applied in this project to achieve accomplishment in this joint venture.

Conclusion

The "learning center" project has prematurely terminated due to continuance funding not becoming a reality. In November 1972, the Office of Education reported approval for continuance had been granted, and the project concentrated on planning an accelerated program of activities for the next six months. Prior considerations of seeking continuance funding outside of the Office of Education were dropped, and planning for a final project report was deferred in anticipation of greater accomplishments between January and June of 1973.

The Board approved initiating advertisements for Staff additions, and applications were received from 250 applicants willing to be employed for only a six-month period. Continued delay in notification of grant award by the Office of Education necessitated a release of Staff employees, as employment contracts terminated. While committee activity had been anticipated to resume starting January 2, 1973, the indecision regarding status of continuance deferred any announcements until funding was certain.

Notification of withdrawal of City of Seattle support was received in January, with reasons of financial obligations and incomplete project planning cited for this action. The project's response to this measure by the City of Seattle was that the continuance period would provide the definition of program planning required to satisfy all parties concerned with governance, agency participation, technology, and the sources for implementation funding. Subsequently, the City requested the Governor's Office to desist in supporting the project within the City of Seattle. Thus, the project was informed that this circumstance necessitated that the Governor's Office honor the Mayor's request, but that support for the project's concepts was not negated.

In view of the ineffectiveness of continuing the program without City support, and since no notification had been received regarding continuance funding by January 8th, the Board decided to terminate the project. On the basis of a need for a final report on project accomplishments and recommendations, the Board determined that a funded extension was mandatory. A proposal for a two months extension was submitted to the Office of Education citing the need for a final report and the advisability of formally closing the project with an appropriate announcement of termination to the many participants and applicants requiring some communication.

Planning for the final report moved forward, with members of the Board representing the libraries, the community college, the State of Washington participating in development of the evaluation process. Final report format was outlined and a transfer of files from the project office to the grantee institution (the Washington State Library) was effected.

Project continuance to effect termination activities was approved on February 15, 1973. This period provided for activities to develop a final project report, a project evaluation conducted by an independent consulting team, and communicate to project participants regarding circumstances that necessitated termination. Also, letters were sent to all applicants for staff positions advertised when continuance funding was reportedly approved.

Announcement of project termination precipitated many calls to the project office by individuals and agencies who had been involved, with support of project concepts, and regret for termination was expressed.

Recommendations

Project Development and Administration

A. Preliminary Consortium Orientation and Definition of Agency Roles

The project planning board should be as knowledgeable as possible concerning the scope of the project. The initial board activity should be allocated to project orientation including defining the role of the total board, as well as each agency represented. A project involving many agencies requires an established working relationship when funding or other contributions are needed. Since agency representation on the board may fluctuate due to attrition, the role of participating agencies should be documented to provide for continuing of commitments.

B. Development of Project Goals and Objectives

A preliminary need for board activity involves the determination of goals and objectives for the planning period. The project board rather than staff should define goals and objectives, and establish parameters for activities relating to anticipated achievements.

C. Establishment of Planning Project Board Organization and Internal Policy

Within the activities of defining the role for a consortium arrangement, and in establishing project goals and objectives, the planning group may recognize a need to re-structure the board over a period of time. Changes in project requirements, changes in participating agency orientation, or other factors, may impose on a project the necessity of modifying the structure of the board to assure project continuity. Development of criteria for board membership, and board policy to assure active board participation is essential to project operation.

D. Functional Relationship of Board and Planning Staff

The staff should be delegated authority to carry out project activities established by board policy and guidelines. The board should supplement the staff in external contacts relating to consortium concerns.

E. Agency Commitments to Project

Projects involving agency contributions of facilities, "in-kind" services, or direct funding, require a commitment by the agency. Consideration of funding sources, and development of a rationale for establishing shared contributions from agencies, should have priority with the board.

F. Requirements of Time and Staff for Planning Project

Based on experience of other similar projects the funding agency should require the establishment of project parameters consistent with the outcomes anticipated. With the elements of government and the community involved, time and manpower allocated for project planning should be 12-18 months, with a minimum staff size of 6-10 full-time professionals, to achieve a realistic level of program development.

G. Proposal Development for Project Justification

Development of a proposal document establishing project parameters is justified to encourage support from funding sources. It is recommended that a single proposal be submitted to funding agencies, and that this be defined as a request for funding only a planning program. Such a proposal should outline content of operational programs contemplated, but should not specify budgetary requirements beyond the planning phase.

Planning Program

A. Definition of Staff Responsibilities

Policy regarding staff responsibilities should be defined to permit clear understanding of authority vested in the project director, and to show the relationship of staff employees to the project.

B. Modification of Established Project Priorities

Subsequent to board endorsement of project priorities, modifications to meet immediate concerns of individuals or agencies should be considered only when they will have a positive effect on project outcomes.

C. Technological Project Components

Any projects such as this involving a large technological component should include budgetary provision for consulting services to:

(1) Orient project participants to technological concepts;
(2) Evaluate requirements for software and services;
(3) Provide engineering services to develop design criteria for a general system configuration.

D. Project Communications

A project of this scope involving multiple agencies and the community, should provide a budget item for resources to inform all participants of the concepts and progress during the term of the project.

E. Community Involvement

Policy for community involvement should be developed early in the planning phase to provide for the broadest community participation possible during the operational phase. Consultation with sub-agencies and the community (representing potential users), should be deferred until preliminary project goals and operational governance policies have been established.

F. Policy for Program Implementation

Policy for (1) operational governance, (2) program funding, and (3) program evaluation should be agreed upon by the consortium's administrative body, before submitting policy to the community for consideration.

G. Funding Agency Responsibilities

The funding agency should monitor project progress, and provide guidance and assistance when problems are encountered in project support necessary to achieve the established goals and objectives of the project.

APPENDIX

Seattle Community Learning Center

WORKSHOP

for developing community services by

Department, Higher Education
University of Washington

Dr. Hank Reitan, Chairman
Dr. Howard Larsen
Dr. Bill Schill

DATE July 27, Thursday August 1, Tuesday

TIME 9:00 a.m. to 3:00 p.m.

PLACE Room 106, Building XF, 1700 Broadway. Corner of Broadway and East Olive. (Next to Seattle Central Community College Bookstore).

PARKING Seattle Community College parking lot at Pine between Boylston and Harvard. (No parking in stalls with name plaques).

LUNCH Provided by Seattle Central Community College Food Services Department.

AGENDA Community service has long been identified as a major function of the community college. Planning community services involves community people who can generate new concepts, sort out the practical programs, and effect decisions on implementation plans. This workshop concerns:

* The process of involvement
* Models for planning
* Techniques for decision-making
* People vs. innovation

YOU ARE PRESENTLY REGISTERED FOR THIS SESSION. ATTENDANCE LIMITATIONS PRECLUDE OVERBOOKING, AND IF CIRCUMSTANCES PREVENT YOUR ATTENDANCE PLEASE CALL 587-4171.

WORKSHOP PARTICIPANTS
SEATTLE COMMUNITY LEARNING CENTER

Presented by: Department of Higher Education, University of Washington — Dr. Hank Reitan, Chairman; Dr. Howard Larsen; Dr. Bill Schill

WORKSHOP I (7-27-72)

NAME	ORGANIZATION
Jim Taylor	Seattle King County Council on Aging
Sandra Bettis	Seattle Model City Program, Childcare
Sam Delaney	Headstart Administration
Marilyn Fletcher	Headstart Administration
Charles Crickmore	Seattle Pacific College (Community School Development)
Roger George	Central Seattle Community Council
Curtiss Jackson	Ethnic Culture Theater University of Washington
Veltry Johnson	The Medium Newspaper
Ruth Nichols	Division of Vocational Rehabilitation
E. J. Brisker	Education and Research
Lynn Caldwell	Seattle Public Schools
Larry Gossett	Central Area School Council
John Preston	Seattle Public Schools (Central Region)
Donna Tahir	Seattle Model City Program Fund/Evaluation
Susan Zell	Odessa Brown Clinic
Audrey Wright	Seattle Public Library
Ed Bacca	Department of Social and Health Services
Carol Richman	Seattle Model City Education Task Force
Eddie Kye	Education Talent Search
Mel Streeter	Architect
Jim Williams	S.O.I.C.
Louis C. Smith	Office of Governor
Teresa Allen	C.A.M.P.
Connie Fair	Seattle Model City Program
Ed Good	Unicenter
Clayton Harrell	Seattle Model City Program
Cindy Maisel	City of Seattle, Department of Human Resources
Paul Parnham	City of Seattle, Department of Community Development
Ruth Hamilton	Washington State Library
Eric Inouye	Seattle Model City Program
Bob Geiman	U.S. Office of Education
John Sell	Seattle Central Community College

WORKSHOP II (8-1-72)

NAME	ORGANIZATION
Toni Fairhart	Edmonds Community College
Richard Green	Seattle Model City Program
Jim Taylor	Concentrated Employment Program
Dorothy Hollingsworth	Seattle Model City Program
Stanford Thompson	4-C Childcare
Ray Flores	Ethnic Culture Center
Tom Garrow	Indian Para-Professional Services
Paul Pederson	Seattle King County Economic Opportunity Board
Happy Vanzant	Kinatechitapi Indian Program
Mary Jo Butterfield	Indian Heritage Program
Joe Garcia	SEA-VAC
Joe Lamano	Washington Association for Retarded Children
Joyce Pipes	Seattle Mental Health
Paul Tomita	S.O.I.C.
Lou Zahir	Ethnic Culture Center
John Blake	Seattle Central Community College
John Bralend	Boca Accessories and Supplies
Dan Donohue	Seattle Central Community College
Tom Bahr	Unicenter
Sylvester Burch	Concentrated Employment Program
Byron Mauck	Information Referral System
Malcom Warrior	Seattle Urban League
Willis Ball	Seattle City Parks Department
Charles Huey	Extended Services Program (Wilderness Project)
Eddie Walker	Central Area Motivation Program
Gerald Schneider	Seattle Community College

OUTPUT OF WORKSHOP PARTICIPANTS
7-27-72 and 8-1-72

I. PROBLEMS RELATED TO GOALS AND OBJECTIVES

1. How can a statement of philosophy be generated which is meaningful and acceptable to the needs of the people being served?
2. How can a program beyond the demonstration period be assured?

II. PROBLEMS RELATED TO COMMUNICATIONS WITH OTHER AGENCIES, ORGANIZATIONS AND PEOPLE TO BE SERVED

1. How can various agencies, organizations and people be informed as to the purpose of Community Learning Center?
2. How can a central clearing house be established which interprets, communicates, integrates, coordinates, and facilitates the activities and services of the various community agencies and organizations?
3. How can CLC be planned in order to provide information concerning social services, legal aid, and job opportunities for all people?
4. How can CLC be developed to upgrade the quality of education in the Central Area?
5. How do we provide a structure for CLC which provides for constant and systematic inputs from the people?
6. How do we get workshops such as these to go beyond talk and be translated into action?

III. PROBLEMS RELATED TO CONTROL OF THE CLC

1. How can the structure of the CLC provide for accountability to the people?
2. How can citizen involvement be open and still have power?
3. How can the existing Board be restructured in order to incorporate people power?

IV. PROBLEMS RELATED TO INTER-AGENCY COOPERATION

1. How will the CLC find out what other agencies are now doing and/or should be doing?
2. How can the CLC cooperate with existing agencies in providing either complimentary or supplementary services in a systematic and integrated bases?

V. PROBLEMS RELATED TO THE PROVISION AND DELIVERY OF SERVICES

1. How can a program be developed which does not need to follow present geographical, cultural, and/or constraints?
2. How can CLC contribute to ongoing career education for all groups in order to enhance social mobility and decrease unemployment?
3. In order to implement the "College Without Walls" concept what types, what locations, what restructuring of and what new facilities will be needed in order to reach the people?
4. How can we organize the provision of services to ensure that we meet the developmental needs of the individual and still provide for degree and/or technical certification?
5. How do we develop a program which does not need to follow present geographical, cultural or political constraints?
6. How do we identify and involve "teachers" and "resource people" who fall outside traditional definitions in program development and involvement?
7. How can we provide educational services relevant to the need of the individual and relevant to his life style?

A U G U S T — Scheduled Meetings 1972

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
JULY 18 Library Cabinet Committee	JULY 27 Workshop I	1 Workshop II	2	3 Manpower Committee	4	5
6	7 Child Care Committee	8 Counseling Committee	9 Aging Committee	10 Manpower Committee Health Committee Community Development Committee	11 Recreation Committee	12
13	14 Child Care Committee	15 Counseling Committee	16	17 Manpower Committee	18 Community Development Committee	19
20	21	22 Counseling Committee	23	24	25 Recreation Committee	26
27	28	29 Child Care Committee	30 Health Committee	31 Manpower Committee Community Development Committee		

A-6

SEPTEMBER — Scheduled Meetings — 1972

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1 Aging Committee	2
3	4	5 Counseling Committee	6 Aging Committee	7 Manpower Committee	8	9
10	11	12 Childcare Committee	13 Recreation Committee	14 Community Development Committee	15 Health Committee	16
17	18	19 Counseling Committee	20 Aging Committee; Education/ Facilities Committee	21 Manpower Committee	22	23
24	25 Childcare Committee	26 Aging Committee	27 Recreation Committee	28 Community Development Committee	29 Health Committee	30

A-7

47-A

OCTOBER

Scheduled Meetings 1972

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3 Counseling Committee	4	5	6 Childcare Committee Manpower Committee	7
8	9	10	11	12 Manpower Committee	13	14
15	16	17 Counseling Committee	18 Education/ Facilities Committee	19 Community Development Committee	20 Aging Committee Childcare Committee	21
22	23	24	25	26 Manpower Committee	27	28
29	30	31				

A-8

N O V E M B E R — Scheduled Meetings — 1072

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1	2	3 Library Committee	4
5	6	7 Counseling Committee	8 Education/ Facilities Committee	9 Manpower Committee	10 Aging Committee	11 Recreation Committee
12	13	14 Counseling Committee	15 Community Development Committee	16 Library Committee	17	18
19	20	21	22 Education/ Facilities Committee	23	24	25
26	27 Childcare Committee	28 Counseling Committee	29	30 Library Committee		

A-9

D E C E M B E R Scheduled Meetings 1972

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1	2
3	4	5	6	7 Library Committee	8	9
10	11 Childcare Committee	12	13	14 Manpower Committee	15	16
17	18 Childcare Committee	19 Counseling Committee	20	21 Library Committee	22	23
24 31	25	26	27	28	29	30

A-10

COMMITTEE MEMBERS

NAME	REPRESENTING
AGING COMMITTEE	
Toni Fairhart	SKCEOB, Inc.
Ken Cameron	City Division of Aging
Richard Green	University of Washington School of Social Work
Leo Desclos	Senior Citizens Centers, Inc.
Jim Taylor	Seattle King County Council on Aging
Tassy Smith	Operation Mainstay
Dr. Everett Jensen	City of Seattle Division of Aging
David J. Beatty, DSW	University of Washington School of Social Work
Sharon Hammar	Seattle Public Library
Ruby Dennis	Seattle, Washington
Teresita Tampico	City Division of Aging
CHILD CARE COMMITTEE	
Nancy Hutchins	Seattle Model City Program
Dorothy Hollingsworth	Seattle Model City Program
Fran Prindle	Seattle Central Community College
Myrtle Law	Garfield B High School
Betsy McGuire	4-C Childcare
Marilyn Fletcher	Headstart Administration
Sylvan Caditz	Washington State Association of Child Care Agencies
Rosalind Woodhouse	Central Area Motivation Program
Sam Delaney	Headstart Administration
Sandra Bettis	Seattle Model City Program
Bertha Little	C.A.M.P.I.
Bonnie Harding	Home Management Center
Louise McKinney	Harrison Elementary School
Edna Jones	C.A.M.P.
David Gerwe	4-C Childcare
COMMUNITY COMMUNICATION/DEVELOPMENT COMMITTEE	
Curtis Jackson	Ethnic Culture Theater University of Washington
Marilyn Webb	Eastside YWCA
Ramon Rodriguez	Chicano Students Division University of Washington
Roger George	Central Seattle Community Council
Murray Meld	University of Washington School of Social Work
Veltry Johnson	The Medium Newspaper
Cora Vann (contact)	The Medium Newspaper
Paul Pederson	SKCEOB, Inc.

COMMUNITY/COMMUNICATION DEVELOPMENT COMMITTEE (cont'd)

Happy Vanzant	Kinatechitapi Indian Program
Jackie Swanson	Indian Para Professional Services
Byron Mauck	Easter Seal Society
Roy Flores	University of Washington Ethnic Culture Center
Rich Gallagher	Community Development Programs
Carl McKinney	City of Seattle Community Development

COUNSELING COMMITTEE

Gerald Schneider	Seattle Central Community College
Paul Tomita	S.O.I.C.
Marsha Dean	S.O.I.C.
Dave Island	Education Psychology Department University of Washington
Joe Small	Harborview Mental Health Program
Lou Zahir	University of Washington Ethnic Culture Center
Charlotte Beeler	Concentrated Employment Program
Joyce Pipes	Seattle Mental Health
Quida J. Bryson	Central Area Mental Health Center
Mary Jo Butterfield	Indian Heritage Program
Joe Lamano	Washington Association for Retarded Children
Maryann Mitchell	Washington Association for Retarded Children
Jim Washington	SEA-VAC
Mary Garvey	SEA-VAC
Pat Reilly	SEA-VAC
Joe Garcia	SEA-VAC
Ruth Nichols	Dept. Vocational Rehabilitation
Al Smith	Central Area School Council
Doris Hill	C.E.P. Washington State Employment, Security
Marry Kizzy	Seattle Mental Health
Barbara Rourke	Redmond Counseling Service
Judy Stevens	Family Counseling

EDUCATION/FACILITIES COMMITTEE

John Blake	Seattle Central Community College
J. Preston	Garfield B High School
Lynn Caldwell	Garfield B High School
Jim Williams	S.O.I.C.
Larry Gossett	Central Area School Council
E. J. Brisker	Education Research
Dr. Alice Hayden	Education Exper. Unit University of Washington
Etta Hollins	Learning Resources University of Washington
Mel Streeter	Architect (A.I.A. Program)

EDUCATION/FACILITIES COMMITTEE (cont'd)

Mrs. R. L. Rossie Norris	Parents Interested in Education
Eddie Rye	Education Talent Search
Paul Isaki	S.O.I.C.
Happy Vanzant (contact)	Kinatechitapi Indian Program
Dan Donohue	Seattle Central Community College
Nathan Ward	University of Washington Study Skills Center
Roberto Maestas	Chicano ESL Program
Margo Thornley	Northwest Center for the Retarded
Carol Richman	Seattle Model City Program
Julie Lema	Public Service Careers Program
Isaiah Edwards	COP Advisory Board
Dr. Louis Wildman	Garfield B High School
Bonnie Harding	Home Management Center
Dorothy Inhelder	Seattle Central Community College

HEALTH COMMITTEE

Ronald Hall	Pioneer Industries
Vivian Schwartz	Seattle Central Community College
Tyna Hooks	Shoreline Community College
Patricia Butler	Odessa Brown Children's Clinic
Teresa Allen	Central Area Motivation Program
Isaac Banks	Seattle Model City Program
Dr. Roy Mar	Washington Reg. Medical Assoc.
William Drucker	Prepaid Health Care Program
Sharon Stewart	Seattle Central Community College
Marcia Cantazano	Seattle Central Community College
Jim Taylor	SKCEOB, Inc.
Novella Donovan	Seattle Model Cities
Betty Kozai	CEP Medical Clinic
Sharon Hammar	Seattle Public Library
Ruby Dennis	Seattle, Washington

LIBRARY CABINET

Mrs. Marilyn Campbell	Seattle Public Schools
Charity Cantrey	Seattle Public Schools
Virginia Bigelow	Seattle Public Schools
Mrs. Dorothy Inhelder	Seattle Central Community College
John Sell	Seattle Central Community College
Mrs. Connie Fair	Model City Program
Mr. Spencer Shaw	University of Washington School of Librarianship
Mrs. Barbara Guptil	Seattle Public Library
Mrs. Ruth Hamilton	Washington State Library
Mrs. Audrey Wright	Yesler Branch Library
Yvonne Abernethy	Yesler Branch Library
Sharon Hammar	Seattle Public Library
Barbara Tolliver	Seattle Public Library
Marjorie Burns	Seattle Public Library
Agnes Griffen	King County Library

LIBRARY CABINET (cont'd)

Eleanor Klepeis	King County Library
Beth Greggs	King County Library
Kathleen Sullivan	King County Library
Kathy Thomas	King County Library
Jean Harrington	King County Library
Nancy Ebona	King County Library
Virginia Brookbush	Seattle, Washington

MANPOWER COMMITTEE

Tom Bahr	Joint Manpower Board
Ed Good	Unicenter
Sylvester Burch, Direc.	Concentrated Employment Program
Ben Franklin	S.O.I.C.
Milt Price	Garfield B High School
Ed Baca	Minority Group Specialist Dept. of Social and Health Services
Lorrie Lane	Minority Group Specialist Dept. of Social and Health Services
Bertha Ortega	Minority Group Specialist Dept. of Social and Health Services
Howard Terry	Central Area Contractors Assoc.
Jim Ashurst	C.A.M.P.S.
Mark Pangborn	City of Seattle Department of Human Resources
Don Allen	City of Seattle Department of Human Resources
Velma Lucero	City of Seattle Department of Human Resources
Juan Bocanegra	Chicano Program
Roberto Gallegas	Chicano ESL Program
Henry Palao	9363 31st Place SW
Gil Bazon	SER
Matilda Freitag	SER
Allison Wo Sing	Employment Opportunity Center
Jose L. Villarreal	University of Washington School of Social Work
Ans Pardo	SER
Harold Franklin, Direc.	New Career Project, Inc.
Jim Ashurst	State of Washington
Julie Lema	SKCEOB, Inc.
Paul Bowen	CEP
R. L. Gamboa	Employment Opportunity Center
Clayton Harrell	Seattle Model Cities Program

RECREATION COMMITTEE

Barbara Guptil	Seattle Public Library
Carl Taylor	Central Area Youth Association
Gordon Gauld	City of Seattle Dept. of Community Development
Willis Ball	Seattle City Parks Department

RECREATION COMMITTEE (cont'd)

John Little	Wilderness Program
Al Hairston	Garfield Recreation Center
Eddie Walker	Central Area Motivation Program
Teresa Allen	Central Area Motivation Program
Doug Barnett, Direc.	Black Arts West
Charles Huey	Wilderness Program
Ms. J. T. Stewart . . .	United Black Artists Guild
Mike Hovis	University of Washington Recreation Department
Don Smith	University of Washington Associate Athletic Director

AGING COMMITTEE OBJECTIVES

I. Identify existing aging programs

   A. Institutional (public and private)
   B. Government sponsored
   C. Privately sponsored

II. Identify needs of clientele

   A. Jobs
   B. Housing
   C. Transportation
   D. Health
   E. Recreation

III. Prioritize program suggestions and recommendations.

   A. Contribution to clientele
   B. Ease of implementation with respect to agency linkage, and operational requirements.
   C. Possibility of program perpetuation upon termination of federal funding.
   D. Relevancy to formation of demonstration model.
   E. Ability of program to have measurable performance for evaluation

IV. Selection of program elements to be included in proposal.

V. Define program to be incorporated in each program element.

VI. Identify interface between cooperating agencies.

VII. Develop rationale, costs, and supporting documentation for:

   A. Program
   B. Operational plan
   C. Instructional media, devices
   D. Information systems development
   E. Program evaluation

VIII. Evaluation of facility requirements.

AGING COMMITTEE

The Aging Committee identified community needs for health services, recreation, educational and political learning experiences; plus social service referral. Information retrieval and dispersal was considered an integral part of any program designed to assist the elderly.

Recommended programs included:

(1) Information on housing availability.
(2) Provision for a mobile health center with a computerized diagnostic unit.
(3) Consumer and legal information education.
(4) Staff training for "golden age" group leaders.

Recommendations included consideration of use of video terminals and data terminals to provide information retrieval and educational/recreational programs. Audio-visual materials such as tapes, films, etc. which could be provided through libraries or agencies would establish resources for groups to develop awareness of the world around them.

Suggested centers for aging programs would be within neighborhood schools and in established housing sites specifically designed for elderly clients. Also, it was recommended that a multi-service center for the elderly be designated a terminal area for a social service referral directory and a "learning center" site to access information and educational programs.

CHILD CARE COMMITTEE OBJECTIVES

I. Identify existing programs related to or dealing with child care.

- A. Privately funded day care
- B. Government funded day care
- C. Institutional education in child care
- D. Job related training in child care

II. Develop new methods for dealing with child care needs based on community input.

- A. Infancy through 14 years old day care programs.
- B. Education in early childhood development for:
  - (1) teachers
  - (2) students
  - (3) parents
  - (4) para-professionals
  - (5) medical and dental personnel
  - (6) nutritionists
- C. Twenty-four hour day care centers?

III. Identify methods for interfacing existing day care programs.

- A. Sharing staff/facilities
- B. Coordination of educational programs
- C. Establishing or assisting coordinating agency or agencies

IV. Prioritize program suggestions and recommendations.

- A. Contribution to clientele
- B. Ease of implementation with respect to agency linkage, and operational requirements.
- C. Possibility of program perpetuation upon termination of federal funding
- D. Relevancy to formation of demonstration model.
- E. Ability of program to have measurable performance for evaluation

V. Selection of program elements to be included in proposal.

VI. Define curriculum incorporated in each program element.

VII. Develop rationale, costs, and supporting documentation for:

- A. Program
- B. Operational plan
- C. Instructional media, devices
- D. Experimental education model

VIII. Evaluation of total facility requirements.

CHILDCARE COMMITTEE

The Childcare Committee identified three basic elements of childcare which would comprise a component in the Seattle Community Learning Center. They include: education, service, and program coordination. Basic functions which were selected as appropriate for a coordinated effort would involve:

Resource Development

For pre-schoolers:

(1) A mobile library -- including printed materials, films, and tapes
(2) Catalogs
(3) Reading materials, etc.

Development of TV and audio-visual programs for preschoolers.

Development of training films for teaching preschoolers.

Production of media materials on early childhood development for teachers, parents, and students.

Staff Training - Health Education

(1) In-service and continuous training for Daycare Center staff(s).
(2) Courses in Daycare Center administration.
(3) Courses in nutrition and diet.

Research

(1) Compilation and examination of data on early childhood development.
(2) Compilation and examination of materials on pre-school education.

Diagnostic Assessments for Individuals

(1) Health diagnosis
(2) Retention rate
(3) Learning potential
(4) Behavior (personality) pattern

Information Retrieval

Directory of agencies dealing with children.

Directory of daycare centers and homes.

Directory of daycare volunteers.

The possibilities for extending childcare facilities and enhancing communications between agencies performing these services, plus the development of in-service training through educational technology merit further investigation. Also, diagnostic services for professional staff working in the area of child care could be a function of the Community Learning Center.

COUNSELING COMMITTEE OBJECTIVES

I. Identify existing counseling programs.

- A. Educational
- B. Vocational
- C. Family (interpersonal)
- D. Individual (emotional)
- E. Health
- F. Economic

II. Identify and develop new methods for assisting on-going programs as determined by needs of community.

- A. Defining needs of present programs
- B. Coordinating agencies/programs
- C. Sharing staff/facilities
- D. Establishing quality referral system

III. Prioritize program suggestions and recommendations.

- A. Contribution to clientele
- B. Ease of implementation with respect to agency linkage and operational requirements
- C. Possibility of program perpetuation upon termination of federal funding.
- D. Relevancy to formation of Demonstration Model.
- E. Ability of program to have measurable performance for evaluation

IV. Selection of program elements to be included in proposal.

V. Define programs to be incorporated in CLC function.

VI. Identify interface between cooperating agencies.

VII. Develop rationale, costs, and supporting documentation for:

- A. Program
- B. Operational plan
- C. Instructional media, devices
- D. Experimental education model

VIII. Evaluation of total facility requirements.

COUNSELING COMMITTEE

The Counseling Committee suggested the need to develop coordination between various agencies and institutions performing counseling functions. Coordination would assist both clients and agency staff in determining availability of counseling programs through separate agencies, or a multi-service counseling center. The committee considered the requirements for a 12-16 hour daily service, and a 7 day-per-week need within the community.

Consideration was made of a diagnostic-type service which might employ computerized testing for particular tests. Recommendations included counseling services to:

(1) Provide workshops in areas of interpersonal relationships;
(2) Service young people between 12 and 19 years of age;
(3) Provide a mental health counseling unit;
(4) Initiate self-help techniques via audio-visual media such as film, or taped TV mini-programs;
(5) Coordinate services available from many agencies by a special coordination staff in the Community Learning Center;
(6) Develop in-service training for counselors which might employ video tapes to illustrate counseling techniques;
(7) Conduct research and develop information relating to new techniques for counseling;
(8) Develop resource materials which can be used to assist individuals to make decisions relating to jobs, academic or vocational programs, aptitudes, interests, and personal goals.

Counseling services contemplated were extremely broad, and committee participants recognized the need to investigate existing programs for identifying the functions to be performed in coordination through the Community Learning Center vs. those functions best performed only by existing service agencies.

HEALTH COMMITTEE OBJECTIVES

I. Identify existing health programs in the community.

   A. Government sponsored
   B. Privately sponsored
   C. Institutional

II. Determine needs of community in the area of health

   A. Information
   B. Education
   C. Outreach
   D. Availability

III. Define and identify linkages between health programs inside and outside the community

   A. Pre-paid health program
   B. Odessa Brown Children's Clinic
   C. Open Door Clinic(s)
   D. Public Health
   E. Harborview Hospital

IV. Prioritize program suggestions and recommendations.

   A. Contribution to clientele
   B. Ease of implementation with respect to agency linkage, and operational requirements
   C. Possibility of program perpetuation upon termination of federal funding
   D. Relevancy to formation of demonstration model
   E. Ability of program to have measurable performance for evaluation.

V. Selection of program elements to be included in proposal.

VI. Define program to be incorporated in each program element

VII. Identify interface between cooperating agencies.

VIII. Develop rationale, costs, and supporting documentation for:

   A. Program
   B. Operational plan
   C. Instructional media, devices
   D. Information systems development
   E. Program evaluation

IX. Evaluation of facility requirements

HEALTH COMMITTEE

The Health Committee developed a group of program requirements that would be appropriate for incorporating into the Community Learning Center to provide actual services as well as establish a foundation for preventive maintenance through education.

Some of the recommendations made for programs included:

(1) Develop resource material to serve as educational tools in the K-12 curriculum, which would identify potential health problems and educate students to proper health care;
(2) Develop resource materials for unstructured presentation in special areas such as nutrition, drug abuse, communicable and hereditary diseases, etc.;
(3) Provide educational outreach programs for all ages by means of live or taped video programs which would be either informational or academically accredited;
(4) Establish a health information bank on clinics, governmental sponsored programs, emergency treatment centers -- and the eligibility requirements for clients with need of economic support;
(5) Develop clinical capability for examination and consultation with needy clients who cannot afford periodic, preventative services;
(6) Train para-professionals for health service occupations in coordination with existing vocational training programs offered through existing institutions and agencies.

The program requirements established to satisfy needs of this Community Learning Center component involved a community focus on existing agency services, but necessitate a development of information and resources which could be more effectively distributed to individuals within the community.

COMMUNITY COMMUNICATION/DEVELOPMENT COMMITTEE

OBJECTIVES

I. Identify needs of community not addressed by other steering committees.

- A. Economic
- B. Commercial
- C. Research
- D. Resources

II. Identify and define existing programs which presently deal with IA to ID.

- A. Government sponsored
- B. Privately sponsored
- C. Foundations
- D. Institutions

III. Assess needs not met by IIA to IID and develop a program within CLC which will address those needs.

- A. Coordination
- B. Information
- C. Technical Assistance

IV. Identify community groups which could utilize a program comprised of IIIA to IIIC.

- A. Religious
- B. Social
- C. Cultural
- D. Ethnic
- E. Professional
- F. Other

V. Develop methods for soliciting support from community and community groups for CLC programs.

- A. Newspaper (community?)
- B. Radio
- C. Newsletter
- D. Word-of-mouth
- E. Others?

VI. Develop linkages between community and CLC for continuous input.

- A. Advisory Board
- B. Public meetings
- C. Standing review committees
- D. Publicity

COMMUNITY DEVELOPMENT COMMITTEE

The Community Development Committee was formulated to: (1) establish methods to orient the community with project planning activities, and (2) develop concepts of community communications programs which would become components of an operational model.

The committee provided guidelines for initial modes of communications with various community groups, and recommended regular progress reporting to organizations who participated with planning committees. Constraints of project funding and time precluded implementation of certain recommendations which would have enhanced community identity to the project.

Specific recommendations relating to programs for the Community Learning Center included:

(1) The Research and Resource program component should establish economic research relating to the community as a priority.
(2) The Community Learning Center should produce staff training and information packages for community agencies (TV tape, TV cassettes, films).
(3) The Community Learning Center should film community activities, civic meetings, demonstrations, and make films available to any groups who are interested.
(4) The Community Learning Center should develop political information and educational materials with reference to Federal, State and city government.

Community development considerations were very broad in scope with the establishment of communications between governmental agencies and the community expressed as a priority. The need for more explicit data on informational and funding resources, to be directed to the community, could not be satisfied within the constraints of project funding.

LIBRARY CABINET OBJECTIVES

I. Identify high priority bibliographies (classified by print, film, audio tapes, video tapes, other), required to support CLC functions.

   A. Ethnic Cultural material

      1. Grade level
      2. Subject matter

   B. Multi-lingual materials

      1. Grade level
      2. Subject matter

   C. Early childhood material

      1. Child
      2. Teacher
      3. Parent

   D. Occupational related material (by subject)

   E. Adult education material (by subject)

   F. Experimental materials

II. Consider the need for resource material distribution to users and between resource depositories:

   A. Transportation
   B. Automated retrieval
   C. CLC depository
   D. Other?

III. What material should be given high priority for computer cataloging?

   A. User retrieval
   B. Library retrieval
   C. Other?

IV. What library training should be given high priority?

   A. Professional
   B. Para-professional
   C. User

V. Develop ideas and methods that would generate the potential users input in the planning and operational phases.

   A. Concerns and needs
   B. Goals and aspirations
   C. Problems with existing services

LIBRARY CABINET

Representatives of various libraries generated a number of suggested outreach programs which would provide a substantial increase in available information resources, and contribute to the type of services offered through all types of libraries.

Many of the recommended programs involved development or acquisition of new resource materials which would be of assistance in educational or learning experience settings. Also, service programs were considered to develop library outreach to clients not presently served by traditional library programs, because of disabilities, limitations of resource collections, or constraints imposed by budgets and staffing needs.

General programs of particular note which were products of this group included:

(1) Development of specialized bibliographies and collections which can be allocated to centers where high usage may be anticipated;
(2) Coordination of loaned resources for rapid availability and high usage;
(3) Inter-library communication regarding innovations in library service and outreach activities;
(4) Demonstration and evaluation of educational technology and resource materials for the benefit of library and educational professionals in the area;
(5) Training of staff for innovations in media and technology.

The scope of proposed library programs has provided participants with an insight to the expanding need for developing resources, resources delivery systems, and will contribute to future library outreach programs in this community.

COMMUNITY LEARNING CENTER

EDUCATION/FACILITIES COMMITTEE

Discussion areas that could possibly develop into programs and components for the Community Learning Center Project.

Library Resources

- Audio-Visual Material, Equipment
- Bibliographies
- Enlarged Collections

Individual Instruction

- Mini-programs -- Academic, Occupational, Social, Recreation
- Career Information
- Testing Services
- On-job-training -- Technological Systems
- Counseling Data, Services

Classroom Instruction

- New Materials To Supplement Classroom Teaching
  - Recorded programs by recognized authorities
  - Innovative materials to accelerate learning achievement
- Testing Services
- Group Counseling Service
- Technological Orientation

Teacher/Parent Instruction

- In-Service Training
- Human Relations
- Curriculum Evaluation
- Technological Orientation

Inter-School Relationships

- Community participation and related programs

EDUCATION COMMITTEE

The Education Committee assessed community needs for educational programs and learning resources which would be applicable to all age groups, and individuals with a broad span of interests. Emphasis was directed to learning activities in the area of adult basic education, vocational training, and specialized programs for handicapped and disadvantaged persons. Supportive programs involving the development of resource materials and innovative educational techniques were considered to enhance academic and vocational training.

Recommended educational programs included:

(1) A community education program for young people and adults, using the high school facility which is equipped for comprehensive education in academic and vocational training;
(2) Individualized instruction programs which permit community participation during off-hours of common school facilities throughout the community;
(3) Learning resources which are adaptable to individualized instruction, and which can be made available to many educational facilities via a resource delivery system;
(4) Informational resource support for career counseling and vocational training, that surpassed existing data typically available through traditional institutions and libraries;
(5) Educational programs designed to assist parents in providing a home environment conducive to learning achievement;
(6) Establish training programs for educational staff which will provide insight to individual needs, and orientation to innovative techniques in education.

Educational outreach, using many new but proven methods were suggested as means for developing community interest in learning opportunities available through a broad educational program. Learning constraints due to clientele restrictions and traditional school hours would be abandoned in favor of a program oriented to the "family", and to full use of existing facilities. Program components identified require additional consideration to achieve resolution necessary to define operational details.

RECREATION COMMITTEE OBJECTIVES

I. Identify existing recreation programs.

- A. Institutions
- B. Government funded
- C. Privately funded
- D. Community based

II. Identify methods for assisting existing programs.

- A. Coordination of activities
- B. Sharing staff/facilities
- C. Technical assistance

III. Prioritize program suggestions and recommendations.

- A. Contribution to clientele and community
- B. Possibility of program perpetuation upon termination of federal funding
- C. Relevancy to formation of Demonstration Model
- D. Ability of program to have measurable performance for evaluation

IV. Select program elements to be included in proposal

V. Develop rationale, costs, and supporting documentation for:

- A. Program
- B. Operational plan

RECREATION COMMITTEE

Recommendations for recreational programs that would be supported by the community involved many present recreational activities with low visibility, due to inadequacies in community communications and coordination. Development of a process for effecting community communications of available recreational programs was suggested as being essential to stimulating community interest in expanded recreational opportunities.

Program developments that would appeal to both youth and adults included:

(1) A library of contemporary films and music that would service an existing demand;
(2) Establish a fine arts center to encourage development of avocational interests and training in music, art, dance, and drama;
(3) Provide facilities for production and presentation of films, lectures, shows, and group entertainment;
(4) Develop informational resources on recreational activities within the community, and extending beyond the geographic target area;
(5) Coordinate sharing of schools, parks, and other recreational facilities, and provide leadership to extend programs on a daily basis and over weekends;
(6) Encourage community organizations to initiate sponsorship of sports and athletic activities reaching out to a wide scope of age groups and community participants;
(7) Provide neighborhood facilities for individualized recreation in the arts, crafts, and shopwork;
(8) Utilize volunteer staff for recreational programs in craftwork, story-telling, arts, and sports.

Recognition of potential recreational programs for individuals and the family as well as a need for community communications would develop community support and establish a broader base for these activities.

MANPOWER COMMITTEE OBJECTIVES

I. Identify existing programs that are related to the CLC function in terms of community service.

   A. Employment information
   B. Skills training
   C. Economic development for the community

II. Identify possible new programs related to community needs from community inputs.

   A. Neighborhood meeting
   B. Contact with area businesses
   C. Individual contact with citizens
   D. Survey of government agencies

III. Prioritize program suggestions and recommendations.

   A. Contribution to clientele.
   B. Ease of implementation with respect to agency linkage, and operational requirements.
   C. Possibility of program perpetuation upon termination of federal funding.
   D. Relevancy to formation of demonstration model.
   E. Ability of program to have measurable performance for evaluation.

IV. Selection of program elements to be included in proposal.

V. Identify interface between cooperating agencies.

VI. Develop rationale, costs, and supporting documentation for:

   A. Program
   B. Operational plan
   C. Information systems development
   D. Program evaluation

VII. Evaluation of total facility requirements.

MANPOWER COMMITTEE

Unemployment and the established economic needs of this community shaped the concerns of this committee for vocational training, counseling services, and informational resources relating to economic development. Consideration of beneficial programs extended to manpower service agencies and educational units alike, with suggested resources being applicable to a wide range of client service situations.

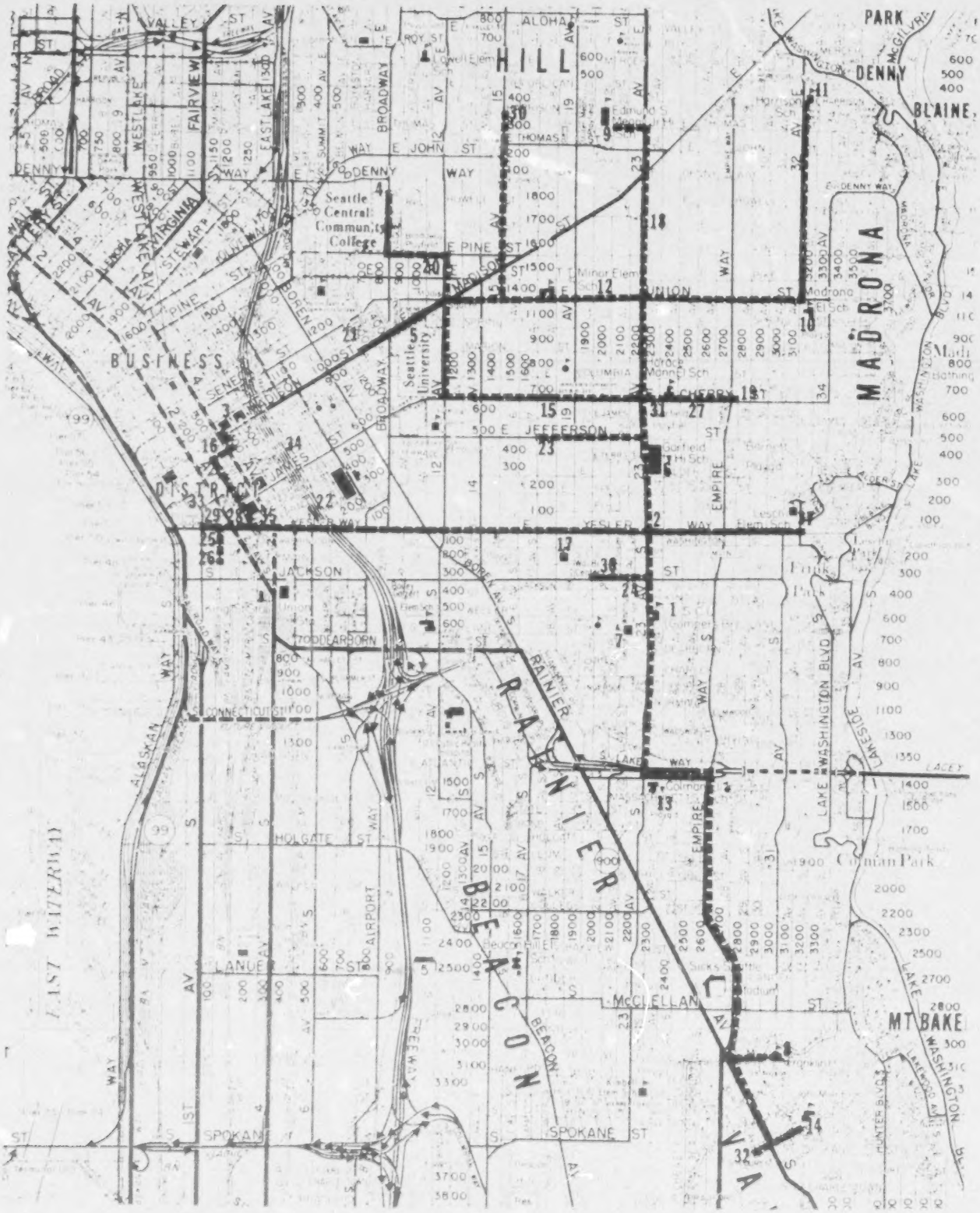
Specific program recommendations from the Manpower Committee included:

(1) Establish an information retrieval and dispersal system for job bank information, career information, directory of training agencies;
(2) Establish a diagnostic unit for testing client aptitudes and interests to enhance vocational counseling;
(3) Develop resource materials for enhancing skills training, and extending learning experiences beyond the scope of the classroom and shop -- using video and other media;
(4) Provide extended vocational training for the unemployed or underemployed in the community by means of sharing existing training facilities during unused periods;
(5) Provide assistance to community economic development by utilization of local expertise for technical and management consulting;
(6) Develop inter-agency communications to assist in coordination of related programs.

Vocational preparation extending from career awareness in childhood to skills development in adulthood necessitate new resources and effective educational methods. While adequate preparation cannot create job opportunities in a depressed economic environment, suggested programs could be expected to optimize employment, and affirmative action in entrepreneurial development would enhance local economics.

PROPOSED CABLE TELEVISION NETWORK

SEATTLE COMMUNITY LEARNING CENTER PROJECT



PROPOSED
PRIMARY TERMINAL LOCATIONS FOR THE
COMMUNITY LEARNING CENTER

	Location	Terminals* Type-Qty.	Terminal Functions
(1)	Seattle Community Learning Center 24th & Washington Gompers Branch (one proposed site)	*MM-10* *DO-10*	Video Programming Library Services Information & Referral Service Agency Data Computer Assisted Instruction 2-way Communication Center Instruction Job Bank
(2)	Yesler Library 23rd & Yesler	*MM-2*	Video Programs Library Cataloging Information & Referral Text & Document Retrieval
(3)	Seattle Public Library Fifth & Madison	*MM-3*	
	Educational Institutions		
(4)	Seattle Central Community College Broadway & Pine	*MM-6*	Video Programs Computer Assisted Instruction
(5)	Seattle University Broadway & Madison	*MM-3*	Agency Data Library Services Instruction Job Bank 2-way Communication Center
(6)	Garfield A 23rd & Jefferson	*MM-5*	Career Information Computer Assisted Instruction
(7)	Garfield B 21st & Jackson	*MM-5*	Job Bank Video Programs Agency Directory
(8)	Franklin High School 30th Ave. So. & Rainier	*MM-5*	2-way Communication Center Library Services
(9)	Meany Junior High School 21st & Thomas	*MM-2*	Data, Video, Library Services Computer Assisted Instruction
(10)	Madrona 33rd & Union	*MM-2*	
(11)	Harrison 32nd & Harrison	*MM-2*	
(12)	T. T. Minor 18th & Union	*MM-2*	
(13)	Coleman 23rd & S. Atlantic St.	*MM-2*	
(14)	John Muir 33rd S. & Horton	*MM-2*	

*MM = Multi-Media DO = Data Only

Agencies and Organizations			
(15)	Seattle Model City 18th & Cherry	MM-6	Video Programming Agency Directory Job Bank Data Library Services 2-way Communication Center
(16)	Third & Columbia		
(17)	Yesler Atlantic Center 18th & Yesler	MM-3	
(18)	YMCA 23rd & Olive	MM-3	
(19)	YWCA Empire & Cherry	MM-3	
(20)	SKCEOB, Inc. (Headstart, CEP) 12th & Pine	MM-2 DO-4	Information & Referral Job Bank Data Video Programming
(21)	SEA-VAC 1300 Madison	MM-1 DO-2	
(22)	Harborview Hospital 9th & James	MM-2 DO-3	
(23)	Providence Hospital 18th & Jefferson	MM-2 DO-3	
(24)	Central Area Mental Health 23rd & Jackson	MM-1 DO-1	
(25)	Office of Human Resources 313 Occidental	DO-2	Information & Referral Job Bank Data
(26)	Community Development 313 Occidental	DO-2	
(27)	Legal Services 26th & Cherry	DO-1	
(28)	Public Defender 2nd & Yesler	DO-1	
(29)	Urban League 2nd & Yesler	DO-1	
(30)	Unicenter 15th & John	DO-1	
(31)	Park Department Garfield Playfield 23rd & Jefferson	MM-1	Information & Referral Job Bank Data Library Service Video Programming
(32)	Rainier Vista Empire Way & McClellan	MM-2	
(33)	Indian Center Pioneer Square	MM-1	
(34)	Municipal Building 4th & Cherry	MM-2 DO-2	
(35)	County Building 4th ,& James	MM-2 DO-2	
(36)	SOIC Skill Center 21st & Jackson (when built)	MM-3 DO-2	

COMMUNITY LEARNING CENTER				
INDIVIDUAL INSTRUCTION	COMMUNITY INFORMATION LEARNING	MASS MEDIA DISSEMINATION (HOME)	EDUCATIONAL SERVICES	AGENCY COMMUNICATIONS, SERVICES
1	2	3	4	5

SUPPORT FUNCTIONS TO EXISTING
AGENCIES, INSTITUTIONS

Adult Education

Adult Basic Education (1,2,3,4)
English-Second Language (1,2,3)
Occupational Skills (1,2,5)
Leisure-time Skills (1,2,3)
Political Information (1,2,3,5)
Educational Experiences (1,2,3,4)

K-12 Education

Academic (1,2,3)
Career Education (1,2,5)
Occupation Skills (1,2,4,5)
Remedial (1,2)

Childcare

Education
  Child (1,2,3)
  Parent (1,2,3)
Services
  Day Care (4)
  Equipment Loan (4)
Coordination
  Information (2,5)
  Volunteer Availability (5)

Recreation

Instruction (1,2,3,5)
Reading (1,2,3)
Games/Athletics (5)
Arts and Craft Skills (1,2,3)
Cultural and Social Development
Coordination of Services (4)

Economic Development

Research (2,3)
Information (1,2)
Consultation (4,5)

Counseling

Job Opening Referral (1,2,5)
Social Agency Referral (4,5)
Vocational Objective
 Selection (1,2,4,5)
Vocational Training
 Referral (2,4,5)

Health

Preventive Medicine (2,5)
Oral Hygiene (1,2,5)
Diagnostic (4,5)
Referral (2,4,5)
Screening (2,4,5)

COMMUNITY LEARNING CENTER				
INDIVIDUAL INSTRUCTION	COMMUNITY INFORMATION LEARNING	MASS MEDIA DISSEMINATION (HOME)	EDUCATIONAL SERVICES	AGENCY COMMUNICATIONS, SERVICES
1	2	3	4	5

BASIC CENTER FUNCTIONS

Library Alliance

Staff Training (1,2,4)
Resource Catalogs (4)
Resource Interchange (4)
New Materials Center (2,4)

Research and Resource Development

Educational Methods
Demonstration (1,2)
Equipment Evaluation (2,4)
Community Response (2,3)
Performance Evaluation (1,2,3,4)

Media Productions

A-V Materials (2,4)
Cinemaphotography (1,4)
Publications (4)
Program Software (1,2,3,4,5)
TV Productions (2,3,4)

Information Retrieval

Agency Directory (5)
Client Records (4,5)
Resource Availability (1,2,3,4)
Instruction [CAI] (1)
Testing Instruments (2,4,5)
Talent Bank (3,4,5)

Staff Training

Administrative (1,2,4,5)
In-service (1,2,4,5)
Continuous (1,2,4,5)
Technological (1,2,4,5)

Diagnostic

Assessment
Interest Tests (1,2,5)
Aptitude Tests (2,4,5)
Personality Tests (2,4,5)
I.Q. Tests (4,5)
Health Tests (2,5)
Evaluation (4,5)
Referral (4,5)

PROPOSED OPERATIONAL STAFFING REQUIREMENTS

ADMINISTRATION	SCALE	EXTENSION
Executive Director	$24,000	$24,000
Administrative Assistant	20,000	20,000
Administrative Secretary	8,000	8,000
Secretary III	7,000	7,000
Manager--Public Relations	14,000	14,000
(2) Public Relations Assistants	8,000	16,000
Secretary III	7,000	7,000
Director Business Management	19,000	19,000
Purchasing/Contracts Manager	16,000	16,000
Fiscal/Planning Manager	14,000	14,000
Bookkeeper	10,000	10,000
(4) File Clerks	6,000	24,000
Secretary III	7,000	7,000
Operational Planning Manager	15,000	15,000
(2) Planning Assistants	10,000	20,000
(2) Secretary II	6,000	12,000
Manager--Program Evaluation	16,000	16,000
Evaluation Assistant	12,000	12,000
(2) Secretary II	6,000	6,000
LIBRARY DEPARTMENT		
Audio-Visual Planning Manager	14,000	14,000
(2) A-V Technicians	8,000	16,000
Secretary II	6,000	6,000
(2) A-V Clerks	5,000	10,000
Publications Planning Manager	14,000	14,000
(2) Lithographers	12,500	25,000
Artist-Designer	9,000	9,000
Graphic Arts Photographer	9,000	9,000
(2) Publishing Technicians	5,000	10,000
Cataloging Librarian	10,000	10,000
(2) Cataloging Specialists	6,000	12,000
Librarian--Interlibrary Loan	12,000	12,000
(4) Library Technicians	6,000	24,000
Librarian--New Material Center	12,000	12,000
(2) Library Technicians	6,000	12,000
Chief, Library Training	12,500	12,500
(3) Library Instructors	9,000	27,000
Director, Library Services	16,000	16,000
(6) Library Clerks	5,000	30,000

TV MEDIA PRODUCTIONS	SCALE	EXTENSION
Program Manager	$15,000	$15,000
Chief Engineer	14,000	14,000
Assistant Engineer	11,000	11,000
(3) Producer/Directors	12,000	36,000
Photographer	9,600	9,600
Graphic Artist	8,400	8,400
Secretary	7,200	7,200
(3) Cameramen	9,600	28,800
(2) Production Assistants	8,000	16,000
RESEARCH AND RESOURCE DEVELOPMENT		
Research Director	16,000	16,000
(3) Research Assistants	12,000	36,000
(2) Resource Specialists	9,000	18,000
(3) Program Evaluators	12,000	36,000
EDUCATION		
Adult Education		
Program Planner	10,000	10,000
Coordinator	12,000	12,000
Information and Counseling Specialist	10,000	10,000
K-12 Education		
Program Planner	10,000	10,000
Coordinator	12,000	12,000
Information and Counseling Specialist	10,000	10,000
Childcare		
Coordinator	12,000	12,000
Program Developer	11,000	11,000
Resource and Material Specialist	10,000	10,000

[The Educational staff is based upon the assumption that most of the service provided would be on a contract basis with organizations outside of the Community Learning Center itself.]

STAFF TRAINING DEPARTMENT		
Director, Training, Program Development	18,000	18,000
Coordinator-In-Service Training	12,000	12,000
(2) Training Assistants	7,500	15,000
Coordinator-Client Training Programs	13,000	13,000
(2) Training Assistants	6,000	12,000
Coordinator--Technology Training	14,000	14,000
(2) Training Assistants	7,500	15,000
Coordinator--Program Development	16,000	16,000
(2) Instructional Program Designers	12,000	24,000
(4) Program Development Assistants	6,000	24,000
(2) Secretary III	7,000	14,000
(4) Secretary II	6,000	24,000

DATA SYSTEMS DEPARTMENT	SCALE	EXTENSION
Director, Data Systems	$18,000	$18,000
Chief, Data Program Planning	15,500	15,500
(2) Systems Analysts	12,000	24,000
Senior Programmer	13,500	13,500
(2) Programmers	10,000	20,000
(4) Data Clerks	5,000	20,000
Chief, Computer Operations Planning	16,000	16,000
Supervisor Operations	10,500	10,500
(2) Keypunch Operator	6,000	12,000
(4) Machine Operator	8,000	32,000
Computer Controller	8,000	8,000
Secretary III	7,000	7,000
(2) Secretary II	6,000	12,000
SUB-TOTAL		$1,306,000
FRINGE @ 10%		130,000
ESTIMATED TOTAL		$1,436,000

PROPOSED BOARD POLICY

SEATTLE COMMUNITY LEARNING CENTER
DEMONSTRATION PROJECT*

The Washington State Library as grantee of the Community Learning Center Planning Project, has the basic responsibility for the direction of the project. The Washington State Library has relied on a Board of Advisors to implement the planning program by consulting them in the selection of personnel, setting priorities for goals and insuring participation from a wide range of the population within the area to be served.

The original selection of the Board of Advisors is outlined in the initial proposal. Other members may be added to the Board as the need is determined for greater input from a certain population(s). Additions to the Board must have the approval of two-thirds of the voting members. For this election, voting members are all members of the Board who have attended the last three general meetings of the Board; alternate members are not considered eligible for the purpose of this vote. Any Board member who is absent from three of any four general meetings of the Board will be considered inactive and another member of the agency or area of concern will be appointed.

The Director, directly responsible to the Washington State Library, is empowered to select the remainder of the staff, who are directly responsible to him. The Director relies heavily on advice from the Advisory Board and from consultants as well as his staff personnel.

The Associate Director is employed to act for the Director in his absence and to aid in the implementation of the programs established.

The Coordinator for Program Development acts for the Director in the planning of programs within the respective functional areas, relying on consultants as well as research to help set the goals and the priorities for the programs.

The staff will work in concert in developing community support, as directed by the Project Director, and will also prepare proposal material which will be reviewed by the Director prior to dissemination outside the staff. Coordinators are

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*Submitted for consideration of ad hoc committee for governance 12-15-72.

directly responsible to the Director, or in his absence, the Associate Director. The secretarial staff will be assigned as needed to the various portions of the project. Each person involved in the Planning Project will be responsible to maintain open communication with all others on the staff.

The Administrative Assistant/Community Coordinator will be appointed to aid the project in compiling administrative guidelines, supervision of the office staff, research for project proposals, coordination with Federal, State and local agencies and advising the Director on administrative matters.

Personnel procedures and policies are outlined in a separate document.

PROPOSED PROJECT POLICY*

PERSONNEL POLICY

The Project subscribes to the Equal Employment Practices Act and does not discriminate against any employee because of race, color, religion, national origin, age, or sex.

Most professional employees of the Project will have signed agreements which will contain salary terms and dates of employment.

Salaries for all positions within the Project are set by the Project contract; however, within the limits of the contract, individual consideration will be given for education, experience, or expertise for particular positions.

All employees serve at the pleasure of the Director. The Director serves at the pleasure of the Washington State Library, as grantee.

The Project contract does not contain provisions for paid leaves such as sick leave, professional leave, service leave, bereavement among others. Likewise, the contract does not provide for insurance, vacation, or retirement pay.

The regular work week for employees of the project is 40 hours in length. Normally, the regular work day is 8 a.m. to 5 p.m. Specific personnel rules are listed in the accompanying guidelines section. Personnel records will be maintained by the Director and are open to inspection only by the Director and the individual employee.

EMPLOYEE GUIDELINES

1. Absence or late arrival: Employees are required to report any circumstances that would require their absence from the office or a late arrival after 8 a.m.

2. Lunch hour will be 12 noon to 1 p.m. unless prior arrangements have been made with the supervisor.

3. Compensatory time-off will be given for overtime or weekend work.

4. Time-off from work, whether compensatory or without pay, will be arranged with the Director prior to absence.

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*Submitted for consideration of ad hoc committee for governance 12-15-72.

5. Work weeks of less than 40 hours will require an adjustment to the salary for that week in the pay period.

6. Travel pay and expenses will be compensated in the manner outlined in the Travel Guidelines.

7. All staff members are directly responsible to the Director and any statements and/or information given or offered to any source other than members of the project must be authorized by the Director. Violation of this guideline provision shall be considered as cause for dismissal.

8. Employment is directly dependent on the performance of each individual in the assigned position, according to contracts; and performance deemed unsatisfactory shall be considered as cause for dismissal.

PERSONNEL GRIEVANCE PROCEDURES

It is the objective of the Project to promptly resolve all complaints, misunderstandings or other difficulties that may arise within the Project. In order to effectively ensure this, the following procedures are outlined:

1. All grievances must be written, submitted to the Project Director, and resolution attempted with the employee's supervisor.

2. If this is not possible, written grievance should be submitted to the Board's Committee for Personnel by the Project Director.

3. The Board will promptly consult all parties concerned and resolve the grievance.

4. No grievant should contact the Board members, either singularly or in the whole until the written grievance has been filed and the committee of the Board calls for deposition by involved parties.

TRAVEL REGULATIONS

The Project realizes the need for travel within the scope of the Project. The following guidelines will be followed unless special circumstances have been cleared with the Director.

1. Travel expenses will be reimbursed at the rate of 10 cents per mile for automobile travel and at the rates established

by airlines, railroads, or bus companies. Rental cars will be covered only in extreme cases. Receipts will be required for fares.

2. Meals, rooms, taxi fares, and other pertinent charges will be reimbursed. Wherever possible receipts must be secured. Hotel or motel receipts will always be required. Washington State Library travel expense regulations pervail.

3. No personal items, other than meals, are reimbursable expenses.

4. All travel plans, together with an estimated expense list, must be submitted to the Director for approval before any travel is undertaken.

GOVERNANCE MODEL

NON-PROFIT CORPORATION

DESIGN:

A corporate entity which is established by, but independent of sponsoring agencies to administer and operate the facilities of the Community Learning Center on behalf of all agencies and organizations involved.

BOARD:

A group of individuals to be selected by criteria stated within the articles of incorporation. That is, the number of members and organizational affiliation (if any) would be specified, with amendments to the original criteria to be made only upon majority vote of the Board. Thus, number of members and agency representation can be modified as time and experience in operational mode dictate a need for change.

ORIGIN:

Present group of supporting agency representatives would design articles of incorporation to sponsor non-profit corporation;

Criteria for governing Board would be determined:

- Number of Board members
- Specific agencies or type of agencies represented
- Term of Board members
- Inclusion of non-agency representatives (laymen or technical experts)

Develop functions for the Board:

- Develop administrative policy -- or
- Review and approve policy developed by operating staff
- Produce funding support from agencies
- Part-time, paid services for Board members as active administration

SOURCE AND NATURE OF LEGAL AUTHORITY AND POWER:

A corporation is a collection of individuals united by authority of state into one body. Express purposes of a corporation are enumerated in its charter.

Powers are granted by statute. Corporate organization has advantages of being a legal entity with authority to seek funding from a variety of sources, including foundations,

private gifts and donations -- in addition to funding granted by governmental agencies. Also, this form of structure can impose a cost schedule for services upon the beneficiary agencies receiving services. (From the standpoint of encouraging participation -- and a feeling of participation by agencies served, this cost factor would play an important role.)

POSSIBLE ADVANTAGES:

1. Most effective administrative control of inter-agency project where coordination is required to represent all interest groups involved with impartiality.

2. Control by supporting agencies permits control to be vested with agencies providing funds. (Agency control provides stability and continuity to operations.)

3. A few laymen and specialists can be selected to contribute needed expertise -- but without Board membership becoming only a prestige affiliation -- or display of power.

4. Board unification will be greater with a small group, with individuals being only representatives of an organization. This implies a possible substitution of representation as organizations change and suggests that the organization rather than the individual is perpetuated. Best interests of the organization should be served rather than individual interests.

5. Operational administration can be audited by a CPA firm to assure impartiality to the total interests represented by Board members.

6. Operational talent can be acquired without concern for civil-service constraints that relate to tenure and scale.

DISADVANTAGES:

1. Project control is delegated by Board, thus administration involves more "trust" than with a line operation through a single agency.

2. Agency support will vary depending upon administrative changes in each agency and can have effect upon project

3. Financial committment by each agency could decrease unless contractual committments are made in advance or are prepaid.

4. Board imbalance between agency and lay people will decay needed agency support.

GOVERNANCE MODEL
SINGLE GRANTEE

Design

A single agency designated to administer and operate the facilities of the Community Learning Center.

Advisory Panel

A group of representatives from interested agencies and citizens from the service area, selected by the grantee to advise on policy matters within the project. The number of members and the criteria for selection would be decided by the grantee. The interests of the potential users would be the major concern when selection of the advisory panel is made.

Functions of the Advisory Panel:

Develop model(s) for administrative policy
Develop plans for achieving funding support from agencies other than the grantee
Provide grantee and project staff with data regarding project goals and objectives

Source and Legal Authority

A single State agency is empowered to carry out certain functions under the State's legal authority in these functions. The final authority rests with the State and the governance vested with the grantee institution. The agency can seek funds from Federal, State or local governments or from private sources if approved by the Board of Trustees of the institution. A cost schedule for services provided to beneficiary agencies, consistent with the services supplied, would be developed.

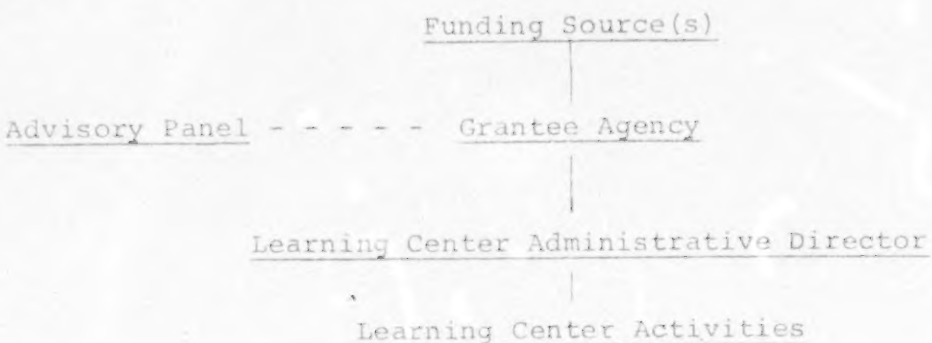
Possible Advantages

1. Direct supervision over the project by one agency would provide consistency of policy and continuity of operations as long as funding is available.
2. Selection by one agency of the Advisory Panel provides for the least interference with the project and the achievement of its goals and objectives.
3. The Advisory Panel would provide representation of the largest possible user group.

Disadvantages

1. Agencies other than the grantee would have little vested interest in the success of the project even though the benefits would be apparent.
2. Representation by interested agencies or individuals would not be assured as the advisory board would have no direct authority over the project.
3. Funding support would be dependent on the action of one agency and could be terminated without consultation with other agencies that might be affected.

Model



WASHINGTON STATE LIBRARY

PLANNING PROJECT FOR A COMMUNITY LEARNING CENTER

EVALUATION REPORT
MARCH, 1973

CONDUCTED BY:
James E. Frist, Ed. D.

Assisted by:
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TABLE OF CONTENTS

INTRODUCTION	1
SUMMARY OF THE EVALUATION STUDY	3
RECOMMENDATIONS	4
EVALUATION PROCEDURES	6
RESULTS	8

INTRODUCTION

The Community Learning Center Planning Project was a multi-agency planning effort conducted in Seattle under the auspices of the Washington State Library. The goal of the project was to plan a learning center that would demonstrate the ability of existing institutions to pool resources and talent toward new methods of educational and library outreach in the community. The community selected was the Seattle Central Area. Participating agencies in the project were the Washington State Library, Seattle Public Library, Seattle Model Cities Program, Office of the Washington State Superintendent of Public Instruction, City of Seattle, Seattle Public Schools, and the Seattle Central Community College. The project extended from the end of March to December, 1972, and was terminated due to lack of continuation funding under contract OEG-0-72-1477, PL 89-329, Title II B.

THE EVALUATION STUDY

The purpose of this study is to provide an objective evaluation of the project. Evaluation is a management technique which can be used to assist project managers in modifying the operation of a project based upon objective reality. It should be a continuous process during the entire course of any project. However, this evaluation report is primarily summative and draws upon information obtained after

the planning grant had been completed. As the Learning Center Project has terminated, it is hoped that the comments and recommendations herein will be of assistance in the conduct of other studies. Effort has been made to emphasize those aspects that would be particularly useful if the project were re-initiated and those items relating to the conduct of this type of project in general. Additionally, the report has been made as concise as possible to enhance its readability and usefulness.

SUMMARY OF THE EVALUATION STUDY

Based upon information obtained from reviewing written materials associated with the project and interviewing board and advisory committee members, it is clear that the original broad goals of the project and the more refined goals and potential benefits developed during the course of planning merit national attention for further work. The major concepts meriting such consideration are those of joint venture between agencies to develop programs responsive to community needs and the use of modern technology to enhance educational and social outreach.

It is equally clear that this project could have benefited from the experience of other federal projects in recent years. Experience from those projects indicated the need for effective grant and project management on the part of the funding source, timely staffing, effective initial statements of goals and objectives, appropriate time-frame, and early commitment to continuation funding when merited.

It is recommended that consideration for further development of specifically defined aspects of the Learning Center Project be given by appropriate agencies. Those and additional recommendations for project improvement are presented in the next section of the report.

RECOMMENDATIONS

*Continue research and development efforts on the following aspects of the project:

1. Development of effective methods for joint venture between agencies. The matter of effective governance techniques should receive special consideration.

2. The development of economical and reliable techniques for community "needs assessment". Such techniques should provide ease of administration and be capable of distinguishing between "needs" and "wants". They should also provide for adequate inventory of existing services.

3. Development of appropriate technology for educational, library, and social outreach. The matter of technological literacy among users should receive attention as well as hardware and software. Additionally, needs will vary with situation, and methods of determining proper technological level should be developed.

*To provide closer supervision of projects and improved interaction between grantees and sponsors, consideration should be given to delegating authority for this level of planning grant to Regional Offices. This project should have been funded at $150,000 to $250,000 and it appears that the responsiveness necessary for good grant management on this level is not possible on a national basis.

*If additional responsibilities are assigned to Regional Offices, they should be staffed to lend expert objective project management assistance to state and local governmental units. This is particularly important with the advent of revenue sharing.

*Provide careful analysis to see that projects are properly funded, that sufficient resources are available to meet objectives.

*Improve monitoring of projects by funding agency. Dual level monitoring appears difficult at regional and national levels. It seems prudent to assign responsibility for this level project closer to the people engaged in the work and assign responsibility for large-scale projects only to the national level.

*In projects that are identified as "community projects", distinguish between aspects which properly rely upon

citizen opinion from those which in scope, time, or nature, properly rely more heavily upon professional expertise.

* Clearly define constituent roles in initial proposals and plans for multi-agency projects.

  Define grantee responsibility
  Define board or steering committee responsibility
  Define each agency's responsibility
  Define staff/board roles and responsibilities.

* Require program budgeting in proposals. Major work products or processes should be identified and costs allocated.

* Establish a reasonable time-frame for multiple agency planning projects (twelve to thirty-six months).

* Consider awarding single grantee contracts for planning (to fix responsibility) and multi-agency contracts for implementation of multi-agency projects.

* Require proper staffing in terms of size and skills in relation to the goals of the project.

* Develop methods of community involvement that are responsible yet are free from the seemingly endless committee meeting methodology currently in vogue.

* Require on-going evaluation of all projects.

An individual's perception of an activity, over a period of time, leads him to make generalizations about the nature and character of that activity.

In the case of the Community Learning Center Project, numerous individuals interacted with the programmed activity. Each, naturally, viewed a portion of the system and saw principally those aspects related to his specific interests or assignment. The result was an individual judgment based upon a partial sample of the whole. This means that different categories of participants would be expected to have different impressions of the program. Community personnel involved in the project would most likely have one set of opinions, while agency representatives and staff members would probably have others.

To offset this situation, the evaluation process attempted to include all major groups involved in the project. Structured interviews were conducted with the Director, Board members, advisory committee members representing the broad advisory process included in the project, and governmental agency representatives who were observers of the project. Additionally, written materials including proposals, reports, and minutes of meetings were reviewed. Re-constructing a social process after its completion is a difficult task. Not everyone who was involved is still available, memories fade, and people tend to construct

the past to fit their current perceptions. It is felt, however, that by gaining information from a variety of sources, a useful analysis was made.

The central purpose of the evaluation study was to determine those elements of the project that might be improved in future cases and to point out successful aspects that could be utilized in other situations. Additionally, it attempted to identify those elements of the project which legitimately deserve further study.

CONSTRAINTS

Due to the limited scope of the outside evaluation study, it has not been possible to contact everyone associated with the project. It would have been desirable, for example, to interview in person those officials at the Bureau of Libraries and Learning Resources in Washington, D.C., to test local and regional perceptions with those at the national level. Also, conducting the study after the termination of the project has prevented testing of hypotheses with those involved at a time when memories were fresh.

The Community Learning Center project offered considerable promise as a national model for inter-agency planning, for cooperative operational ventures, and for improved technics of educational, library, and social service. It has been terminated. The positive aspects, the central problems, and analysis of suggestions by the interviewees for improvements are contained in this section. In addition, review of project documentation and analysis of process has prompted recommendations by the evaluator.

CRITICAL INCIDENTS

A narrative report of the project as a whole has been prepared by the project director. A full review is not appropriate in this study. However, certain events are critical to understanding the comments made by interviewees and these are presented below:

1. Development of the concept--During 1971, USOE Region X conducted a number of meetings for agency representatives they thought might be interested in developing a cooperative approach to a new method of educational and library service, a "community learning center". As a result of those meetings, the following agencies decided to submit a proposal for funding a planning study to further refine the concept: Washington State Library, Seattle Public Library, Seattle Model Cities Program, Office of the Washington State Superintendent of Public Instruction, City of Seattle Office of Community Development, Seattle Public Schools, and the Seattle Central Community College.

2. The Initial Proposal--During the Fall of 1971 a proposal for a planning grant in the amount of approximately $36,000 was submitted to the Bureau of Libraries and Learning Resources. This proposal

was returned with a request for additional information as to how an operational phase was pictured at that time. It appears that regional, state, and local people were encouraged to believe that several million dollars were available for an operational phase. This led to the development of a "boilerplate" proposal.

3. The "Boilerplate" proposal--In a period of about a week, writers from the various agencies involved developed a proposal for an operational grant of $7,500,000. To it was appended the original planning grant proposal. The applicant for the planning grant was the Washington State Library. The applicant for the operational grant was the Seattle Central Community College. Both, however, are in one document. This proposal was submitted December 20, 1971 and a six-month planning grant was awarded March 20, 1972.

4. Initial hiring--The staff director was not hired until June, 1972, which was well into the anticipated time-frame of the project.

5. First quarterly report--The first quarterly report was due June 20, some three weeks after the Director was hired. In it the grantee identified the need for an extension of time.

6. Acknowledgement of need for more time--During July, 1972, the Bureau of Libraries and Learning Resources acknowledged the need for additional time and requested a proposal for project extension. This resulted in the development of a proposal for project extension dated September 22 and submitted October 1, 1972.

7. Non-response by funding source--From October 1, 1972, to October 20 there was no response from the Bureau of Libraries and Learning Resources as the program director apparently was out of the country. According to local project personnel, verbal encouragement was given by Bureau personnel during October, November, and December that the extension grant would be approved.

8. Termination of staff and project activity--As approval of both the extension grant for planning and operational funding became more and more vague, participation in the project suffered. Agency and community interest waned. Two of the three staff members terminated in December as funds ran out. Model Cities and Office of Human Resources Board

members were assigned to other projects. The Washington State Library terminated the project on January 8, 1973, as it did not wish to continue a project in the Central Area of Seattle which lacked City support. The project was no longer viable.

Some comment on the critical incidents is in order and, with a synthesis of the interviews, forms the substance of the evaluation. First, the request for the "boiler-plate" proposal seems inappropriate. It appears the basis for requesting the proposal was a desire on the part of the Bureau of Libraries and Learning Resources to determine the quality of planning expertise in the State of Washington. The Bureau wanted to be certain that the concept had been developed sufficiently to merit awarding a planning grant. Analysis of the initial planning proposal indicates that it could have been substantially improved. Goals, objectives, and procedures are not well defined. Nor, is there a program element budget with work products defined and dollar costs estimated. To respond with a quickly developed plan for $7,500,000 does not seem to be the best course of action. According to local personnel, Bureau personnel wanted to see the probable results of the planning study. Such a request, if actually made, would suggest the approval of planning money based upon pre-determined results which is not the purpose of exploratory planning. Even so, a "target" conceptual plan might have been developed to make clear the ideas of the local group, but it should have been clearly labeled as such. A request for strengthening the original

proposal would have been better.Even greater leadership could have been exercised by the Bureau if it had specified in writing precisely its proposal requirements and program objectives.

Further, the $7,500,000 "boilerplate" proposal was to become a major problem in the conduct of the planning process. It was made available to the various agencies, which was quite proper as they all had a stake in the process. However, individuals not familiar with the process tended to assume that $7,500,000 was available, that the Community Learning Center Project was something destined to happen, and that the planning phase was one of determining how committed or available money was to be spent rather than the development of a proposal for an operational program. The fact that a plan for utilizing such a significant amount of money was circulating in the community for some six months prior to engagement of staff appears to have greatly increased the public relations problem and made it extremely difficult to communicate the nature of the project.

The late staff hiring also presented difficulties. Coming into a six-month project with one-third of it already past put the director in a very difficult position. It should be pointed out, however, that a grantee is in no position to engage staff until a grant is made. The Washington State Library was not in a position to hire a staff based upon speculation that the grant would

be awarded. Nor, would it be proper to encourage potential applicants for such a position until funding was clear. Long-term projects can tolerate some delay in staffing, but the shorter the project the more critical each element of the process becomes. This argues for both reasonable time-frames for planning processes and for evidence of critical network or similar planning techniques in the proposal. It is the evaluator's opinion that responsibility for such evidence lies equally with the grantor and the grantee. The former should require it, the latter provide it. As many state and local agency personnel are not familiar with sophisticated planning techniques, it seems appropriate that funding agencies provide guidance and assistance. Sufficient staffing in terms of numbers of people and expertise at regional USOE offices for this purpose is indicated.

One of the greatest difficulties of the project was developing effective communications. To some extent, the deck was already stacked when the Director was hired. Many people had already formed opinions. Early in his tenure, the Director attempted to gain agreement on goals and objectives. A press conference was held to explain the project. As assistant was hired primarily to handle community relations. A broad advisory committee structure was developed. Even so, many respondents did not feel they had a clear understanding of the project.

Lacking this understanding, some of their efforts may actually have been counter-productive. Roles were not clearly established. It appears that too much was attempted in too short a time-frame over too wide a base. From this experience it is clear that projects involving community participation require careful pre-planning. One must have a plan in order to plan.

The prolonged delay in responding to the request for project extension probably was as responsible as anything for failure of the project. The misconceptions among those involved in the planning process based upon the "boilerplate" proposal, the difficulties associated with multi-agency cooperation, the communications problem between those who were technology oriented and those who were social service oriented appeared to be on the way to resolution. However, as Fall, 1972, progressed it became increasingly clear that national funding for the operational program would be more and more difficult. Revenue sharing was developing and some local agencies feared that operational funding would probably come from the local agencies involved in the Community Learning Center. Local agencies tended to turn inward as needs for individual agency planning increased in light of changes in financial support. Decisive affirmative action by the Bureau of Libraries and Learning Resources might have resulted in the development of a

model for inter-agency cooperation under revenue sharing as well as under nationally funded categorical financing. The opportunity was lost, however. A clear argument for funding, and monitoring of planning projects of this type at the regional level can be made. Short term projects require a high degree of responsiveness on the part of the funding agency and this is extremely difficult, if not impossible, to provide from a central national source.

Progress toward both the technical and the governance issues was made and a discussion of the results is contained in the Director's final report. Further development of both aspects appears warranted.

Almost everyone connected with the Community Learning Center project endorsed the original goal which was to develop the ability of existing institutions to pool resources and talent toward new methods of educational and library outreach in the community. A number of factors including grant management, community relations, late staffing, lack of continued commitment on the part of critical agencies, lack of specified interests and requirements on the part of the funding agency, and the general upheaval during the advent of revenue sharing contributed to the project's lack of greater success.